

Visit your School



**Nov.
10-16**

American Education Week

Above is a reproduction of the poster issued by the National Education Association in 1946 as a feature of American Education Week. The poster was printed in five colors, 16 x 21 inches in size. Sixty thousand copies were distributed thru NEA state and local associations and other channels. The original of this poster, done in oil by Roy Spreter, hangs in the NEA headquarters building.

National Education Association

OF THE UNITED STATES

PROCEEDINGS

OF THE EIGHTY-FOURTH ANNUAL
MEETING, BUFFALO, NEW YORK

Containing also addresses, reports, records, *and*
minutes of the Representative Assembly, Ex-
ecutive Committee, Board of Trustees, *and*
Board of Directors *for the two years*

1945-1946

Volume

83 *and* 84

NATIONAL EDUCATION ASSOCIATION
OF THE UNITED STATES

WASHINGTON, D.C.

*Contents of previous volumes of Proceedings
of the National Education Association may
be found by consulting the Education Index.*

FOREWORD

SINCE there was no general meeting of the National Education Association in 1945, due to wartime travel restrictions, this book covers the activities of the Association for the two-year period 1944-46. It includes the proceedings of the twenty-fifth Representative Assembly, minutes of all committee and board meetings, and a record of the activities of Association departments, committees, commissions, and councils.

The 1946 meeting was one of the largest and most important in the Association's history. Eighteen hundred and forty-six delegates from forty-eight states, District of Columbia, Alaska, and Hawaii were present. Probably the most outstanding step taken was the adoption of the Victory Action Program 1946-51, which takes the place of the Five-Year Program.

The two years 1944-46 witnessed an increase in membership of 69,126—59,758 in 1944-45 and 9368 in 1945-46. This progress, in spite of the fact that annual dues were raised in 1945-46 from \$2 to \$3, is most encouraging and gives sound basis for the conviction that, while the membership goals of the Victory Action Program are high, they are reasonable and attainable.

The organized profession is deeply indebted to President F. L. Schlagle for the high courage, sound vision, and great energy which marked his two-year term of office. His service, ably meeting the challenge and responsibility of eventful years, will mark an era in the Association's history.

WILLARD E. GIVENS
Executive Secretary

The work on this volume, including the gathering of materials, editing, abstracting, proofreading, and makeup, has been done in the Editorial Service Unit of the Division of Publications under the general direction of Walter A. Graves and in the immediate charge of Edith Kelley, with the assistance of Grace Hale and Grace Twining.

JOY ELMER MORGAN, *Director*
Division of Publications

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ADDRESSES BEFORE THE REPRESENTATIVE ASSEMBLY

The addresses in this section were delivered before sessions of the twenty-fifth annual meeting of the Representative Assembly of the National Education Association of the United States. They have been taken out of the Assembly minutes (published in full beginning on page 136) for inclusion here because of their general interest and value and because they do not require the special background of the Assembly minutes in order to be understood by the reader.

GREETINGS AND WELCOME TO NEW YORK STATE

FRANCIS T. SPAULDING, NEW YORK STATE COMMISSIONER OF EDUCATION

Presented at Opening Session, Representative Assembly. See page 137.

IT WOULD BE A PLEASURE to me under any circumstances to be given an opportunity to share in the official introduction of this year's convention of the Representative Assembly of the National Education Association. I take an added pleasure in doing so, because the welcome which it is my privilege to give you represents one of my first official acts as commissioner of education for the state of New York. I know that in extending this welcome to you I can speak for all the teachers and school officers of the state. We are glad that you have elected to meet in our midst. We shall look to your deliberations for counsel and guidance both on the continuing problems of education in a democracy, and on the new problems with which the situation of our country and of the world confronts us at the present time.

Governor Dewey, in the letter of welcome which *Miss Tarbell* has presented to you, reviews some of the important steps which New York State has recently taken toward the improvement of its educational program. You will rightly judge from the governor's letter that New York is exceptionally fortunate in the interest which the governor has shown in all these matters. They have included both such perennial problems as state aid to local school districts, adequate salaries for teachers, the improvement and extension of elementary and secondary education, and the effective reorganization of rural school systems, and in addition certain problems growing directly out of the war and its conclusion.

Not because they are more important than the continuing problems, but because they have more recently come to the fore, I should like to comment briefly on some of the educational problems which have grown out of the war. If, in doing so, I duplicate to some extent the points which Governor

Dewey has touched on in his message to you, the duplication may have the merit of reinforcing the picture which his letter gives, of New York State's concern for the education of its citizens.

In common with all the other states, New York directed its educational program until V-J Day toward making every possible contribution to the winning of the war. It gave over much of its educational plant and personnel, especially in the colleges, to the use of the army and navy. It developed a special wartime training program thru which more than a million specialized workers were supplied to war industries. It modified its basic school program to meet the wartime demands for special emphasis on health and physical training, on mastery of the tool subjects needed by the armed forces, and on the development of important technical skills. As in other states, the conversion of the educational program to war conditions and war needs was so far-reaching that the necessary reconversion, tho it has been accomplished in part, is still very far from being completed.

Reconversion is, however, being measurably helped in New York State by one special wartime undertaking. Even while the war program was at its peak, there was being charted for the state an over-all plan for a post-war educational program. In accordance with this over-all plan, funds have been obtained—and more are in prospect—for new school plants and the repair and enlargement of old plants; the Legislature has approved a new and more equitable formula for state aid to local districts; and important revisions of the educational program are being introduced on an increasingly widespread basis.

A number of the most pressing current educational concerns of New York State center in immediate phases of its postwar plan.

One such concern has to do with the reception of veterans in the established schools and colleges of the state. Local school facilities are being enlarged, new courses are being introduced, extension courses and part-time offerings in great variety are being provided. Thru all these means a determined effort is being made to furnish in local schools and school systems the refresher training, the special vocational training, and the general and professional education which are suddenly being called for by the young men and women whose education the war has interrupted.

At the same time arrangements are being made to supplement these local provisions by types of training which have not hitherto been widely available in the state's educational program. Under special funds provided by the Legislature there are being established at strategic locations a number of technical institutes, designed to give terminal semiprofessional and technical education thru two-year post-high school courses. These institutes are being organized at present on an experimental basis. They are to be state schools, open to any qualified students who are citizens of the state. Their courses in the building, automotive, electrical, aviation, and photographic services, in graphic arts, in dietetics, and in a large number of similar technical specialties, have been based on detailed analysis of occupational trends and shortages in New York State, and are being planned especially to meet the needs of returning veterans.

The needs of the veterans are giving rise also to special provisions for college education. Some months ago it became obvious that the greatest possible immediate expansion of existing college and university facilities would be insufficient to take care of many thousands of veterans who are seeking to resume or begin their college work. There was therefore chartered a unique educational corporation known as the Associated Colleges of Upper New York. Under the auspices of this corporation a new college, to enrol eventually some thousands of students, will be opened next fall, with the prospect that other such colleges may be added if the demand makes them necessary. The new colleges will use some of the extensive facilities in the state which are being relinquished by the army and navy, and will borrow many of their teaching staff from the established colleges of the state. Thus equipped, they will undertake to provide the first two years of undergraduate education for students who cannot immediately find places in the colleges to which they have applied for admission, and to transfer each of these students eventually to an institution in which he can complete his college program.

These current activities have to do especially with provisions for returning soldiers, sailors, and war-workers. One other which deserves mention is concerned primarily with the education of young people who have not been themselves engaged in the war. It consists of an effort to redefine the objectives and the organization of the secondary-school program. There is now being widely discussed by the school people of the state a report issued early this year by a committee of school officers, entitled *Basic Issues in Secondary Education*. The report deals with the appropriate relationship between general and specialized education in the secondary-school program, with the implications for the schools of the training programs of the armed forces, and with the changes which the schools must make to adapt themselves effectively to peacetime needs. Its recommendations have already been the subject of constructively critical comment in some of the state's educational journals. They will receive even more searching and widespread attention in statewide educational conferences next fall. Out of this report and the discussion based upon it there may be expected to come a major impetus to the sound redirection of the secondary-school program.

In the attention which it is giving to the extension of school facilities, the establishment of new types of schools, the reception of veterans and war-workers coming back to school and college, and the redirection and revitalizing of the basic school program, New York State is facing problems which, like the problems it faced during the war, are peculiar to this exacting period in our national educational history, and at the same time common to all the states. My brief summary of these will perhaps furnish you with a local point of reference for them. You will be dealing with them in broad perspective. The school people of New York State are especially glad that you are here because we look to that perspective as a means of testing our own educational program. We are confident that out of your deliberations will come suggestions for new and more effective solutions to the problems facing us all, and we rejoice that your being among us will enable us to take

prompt advantage of the results of your meetings. In our own interest as well as in yours, we wish you wisdom, resourcefulness, and bold imagination.

CHARLES C. WARD, PRESIDENT, NEW YORK STATE TEACHERS ASSOCIATION

Presented at Opening Session, Representative Assembly. See page 138.

THE FORTY-THREE THOUSAND TEACHERS in our association are happy indeed that you have chosen our state and this city, gateway to and from the East, for this, your 1946 convention. In a meeting such as this, it is a tribute to our profession, that we may differ one from the other, in our concepts of schools, in our ways of teaching and learning, and in our personal and professional interests. It is not alone in our unity that we find strength. We are grateful too that in our diversity of interest and problems there is also strength. It is this strength of unity in diversity, or diversity in unity, that vitalizes our profession. It is this same seeming contrast that underlies whatever of greatness America has achieved. Played alone, the note may seem discordant; together with the ascending crescendos of our symphony, it gives a magnificence to our successive climaxes which only a Wagner in music or a Whitman in language might immortalize. In this state, which is your host, is mirrored this likeness and difference characteristic of our profession and of the nation.

There are folks in a certain section of our state who think the West begins where the Bronx leaves off. There are folks in the Bronx who think of up-state as the capital district around Albany. Our Executive Secretary traverses the length and breadth of the Mohawk Valley and knows that 80 percent of our population lives within twenty miles of the New York Central Railroad. It is hard to convince folks in the Mohawk Valley that someone in my corner of the Adirondacks might have an idea. They forget that Moses spent about forty years in the wilderness when he needed to think. There is the graduate of one of our teachers colleges who refused a position twenty-five minutes from the Grand Central Station because she would miss everything that went on in Clintonburg, a hamlet of two hundred people. These are the loyalties that make us an interesting and sometimes a lovable people, the things that make us different as a people. Regardless of how chaotic and tragic may be our today, always we believe that tomorrow will be better.

In our unity we believe as a profession that each child and adult in this nation has the right to every opportunity for the development of his potential worth. We believe that in a world made one thru invention, the good of one of us and the good of all of us is wrapped in the same package. We believe further in the need that our people shall be prepared to earn a living. These same things we want for all people everywhere. In our diversity, we want to maintain our regional loyalties and differences. Our way of life and of education will preserve the vision as well as the climate of our far West, it will cherish the charm and loveliness of the kindly South, it will enhance the glory and the permanence of our magnificent Middle West, as well as

the tradition of our quaintly lovely New England. May the Vermonter continue, as he plays bridge, to bid four "hats" and his neighbor in Maine, with the same hand, announce firmly four "hots."

It means much for the 43,000 of us in the state of New York to have you here. We need your enthusiasm, your vision. It is our hope in welcoming you, that thru your stay with us, there will be a greater understanding, a firmer bond of mutual interest, a growing desire to work together that the educational interest of this country may not only prove worthy of a great nation, but may find that leadership which will make the America of tomorrow the actuality of which we dream today. Finally, we want you to come again and often.

GREETINGS FROM CANADA

C. N. CRUTCHFIELD, SECRETARY-TREASURER, CANADIAN TEACHERS
FEDERATION, SHAWINIGAN FALLS, QUEBEC

Address before First Business Session, Representative Assembly. See page 138.

IT IS A DISTINCT HONOR to be invited by your Association to bring greetings from Canada to your conference in a neighboring city. I come to you as a Canadian whose ancestry has been deeply rooted in Canadian soil for several generations. Those roots grew deep in the soil approximately ten miles from the border line between our two countries. Consequently, I have had the opportunity of frequently crossing the border and getting acquainted with those of you who live close to that same border.

We Canadians have a very neighborly feeling towards Americans and we believe in the Biblical exhortation: "Thou shalt love thy neighbor as thyself", and in order to carry out the spirit of that exhortation, we have on our side of the border studied your history, your form of government, your idealisms, and we possibly have noticed, at least casually, some of your faults and it has been our hope, and still is our hope, that you on the south side of the border would recognize us as being neighbors—and good neighbors. Nevertheless, there are times when we wonder if you know that we exist at all. When one of your congressmen in the House of Representatives rises and demands that Great Britain give to the United States certain portions of Canada in payment for debts owed to you, we are surprised, to say the least, over such audacity but we realize also that any such demands come from people who are ignorant of the real status of our country.

The member nations of the British Commonwealth of Nations spring from the same ancestry and have similar aspirations to yours. You gained your independence from Great Britain by revolution about 170 years ago. We, in Canada, gained our independence by a series of Acts of Parliament, court decisions, climaxed by the passing of the Statute of Westminster on December 11, 1931. Few of you realize that Canada is an independent nation with its own parliament, its own laws, and its own domestic problems, similar in many ways to the laws and problems that you have here.

In November 1939 I met a very prominent American, well educated according to the standards of our universities, who stated to me in a very sympathetic way, "It is too bad that you were compelled to enter this war." Naturally, I was rather indignant at such a statement and I told him frankly that we entered World War II by an Act of our own Parliament. You might be interested to know the exact wording of that proclamation by command of the Prime Minister of Canada on September 10, 1939, which is as follows:

. . . by and with the advice of Our Privy Council for Canada. . . .
Now Therefore We do hereby Declare and Proclaim that a State of War with the German Reich exists and has existed in Our Dominion of Canada as and from the tenth day of September, 1939.

The very wording of this proclamation should convince any enlightened individual that Canada entered World War II as she did World War I of her own free will by practically the unanimous consent of the representatives of the people assembled in Parliament at Ottawa. Almost immediately after the dastardly attack on Pearl Harbor, Canada declared war on Japan six hours before Great Britain.

Our cooperation and collaboration in the common struggle in the last few years against Fascism and Nazism and for democracy and the individual freedom of the citizens of the State, have drawn us much more closely together than we ever have been in former years.

The good neighbor policy of your late president, Franklin D. Roosevelt, was most heartening and most encouraging to us. We, of course, feel that we are the younger brother of the family. We, with our population of 12 million, certainly appreciate that neighborly good feeling of your 140 million people, and during these past years under the strain of war your little brother has very manfully tried to do his share towards the common cause.

When you realize that over 41,000 of our young men and women were killed in combat, which would be the equivalent of approximately 500,000 of your young men and women, and when you consider that at the outbreak of the war your little brother with fewer than 12 million people had to reform his whole basic peacetime economy to embrace a great industrial growth, you will understand something of his efforts.

When war was declared in September 1939, we had virtually no armament works, no production of large ships and large planes, no guns, no tanks. Since then industrial capacity has been almost trebled to produce naval and merchant ships, warplanes, military vehicles, millions of rounds of ammunition, and hundreds of other war items; about 30 percent of the output was allocated to Canadian armed forces and the remainder to the needs of the allies.

Altho approximately a million of our ablest men and women were enrolled in the armed forces, nevertheless the remainder of our people increased their domestic exports by over 270 percent and our combined exports and imports over 300 percent.

By 1941 a national employment service was established which was con-

sidered an indispensable agency in the administration of our manpower policy. By March 1942 the principle of selection and placement was adopted, and National Selective Service initiated for the efficient employment of the people of Canada for the varied purposes of war.

Every industry in Canada was classified as having very high, high, low or no labor priority and this classification was used to determine where labor should be transferred.

Early in the war the people of Canada realized that food was as important to the winning of the war as explosives or any other so-called war material. Therefore, with our realistic point of view, we adopted rationing as soon as we realized that millions of people in Europe and Asia would be brought to the brink of starvation. We have continued our rationing system which is still in force and it has been hinted to us that for the coming year rationing will be even stricter than it was during the war.

Our huge expenditures on our war effort naturally had to be met by greatly increased taxation. You would be interested to know that we have met approximately 50 percent of our expenditures thru taxation and the other 50 percent has been met by borrowing from our own people.

The Canadian Government, besides spending vast sums of money on its own production, has been most generous in assisting its allies. Canada has to date extended to Great Britain and other countries thru wartime and postwar financial aid the huge sum of \$7,617,237,331. Not too bad for your little brother!

Canada, an internationally minded and peace-loving nation with its 12 million people scattered over an area approximately the same size as your own country, is basically an agricultural country but because of its vast natural resources in minerals, timber, and other essential products, it has become the fourth greatest industrial country in the world today and thru the last six years of unrelenting war effort has become the third trading nation in the world, and the largest or second largest exporting nation per capita in the world. Our per capita national income is second to yours only.

We, as Canadians, have been very proud of the vast strides made by our big brother to the south. We have appreciated your wholehearted support of the common cause. We have the greatest admiration for your great military and political leaders and your statesmen, but we feel as the small brother of the family that we, also, have many accomplishments to our credit and our one great hope is that from now on you will recognize us as we should be recognized—a great nation in its infancy, striving to live up to the ideals and principles of a true democracy.

Right at your door you have a nation with marvelous natural resources, much of which remains to be developed, a nation which thinks very much as you do, a nation whose educational system is, to a very considerable extent, modeled on your own and whose students and professors are to be found within your academic halls. Yet she seems to sit there almost unnoticed; probably because we have been so well-behaved you have tended to take us for granted. Small children dislike being taken for granted and I can assure you that from now on this lusty youth at the north of your

boundaries is going to howl and kick up tantrums until more attention is paid to him.

I hope that I have not wearied you and that you will not consider me too boastful in what I have said regarding my own country.

I have come to bring to you the greetings of Canada and so far I have spoken to you as a Canadian citizen. Since I am addressing the largest and most powerful education association of your country and since I have devoted my life to the work of education, I feel that it is only fitting that I should make some reference to our common task.

We have been warned by eminent scientists and others of the power of atomic energy and how this terrific power could be used either for the destruction or the benefit of mankind.

It seems strange to me that in this enlightened world, in this world of tremendous scientific development, that we should in the past thirty years have been compelled to wage the two most terrible wars of all history. What is basically wrong with human society? Apparently, despite the tremendous development in our material welfare we have remained practically static in the development of our spiritual life. There must come a regeneration of the spiritual life of mankind if we are to equip ourselves to handle these tremendously increased forces that have been placed at our door.

The new concept of human relationships must be introduced into the classrooms of our schools. It is in the early years of youth that character is formed. Youth develops into manhood, in almost every instance, according to the teachings, the concepts, and the motives that are instilled into him in his youth. Practically the whole burden of the formation of this new concept of life rests upon us who are educators of mankind in its infancy.

Governments may make laws, *ad infinitum*, for the benefit of the nationals. The United Nations organization may formulate international laws, set up committees for the establishment of peace thruout the world, but all of these will come to naught if we, the teachers, do not assume our full responsibility.

We should immediately examine ourselves to find out if we have within ourselves the proper professional attitudes and conception of our responsibilities to the youth of the world. We should examine our courses of study, the objectives laid down in those courses, and we should not rest until we have assured ourselves that the subjects that are being taught, the objectives which have been set, are such that the product of our schools will be honest, law-abiding citizens who have developed within themselves that spirit of tolerance which is so necessary if we are to live in peace—not only with neighbors in our own community but with our neighbors in other countries for, after all, are we not, as Robert Burns so aptly stated, "Brothers all—thruout the World."

Prime Minister Attlee, at the opening of the United Nations Educational, Scientific and Cultural Organization conference last November in London truly stated, "Wars originate in the minds of men and it is only thru the training of men to abhor war that we can ever expect to have permanent peace."

We of the North American continent have been most fortunate because of the accident of two oceans, one on the east and one on the west coast. For almost a century and a half we have been able to develop a spirit of understanding and compromise which has kept us from resorting to brute force. There have been times when we did not agree; in fact, times when there have been serious differences between our two nations; nevertheless, thru that spirit of tolerance, we have adjusted our grievances and continued to live together in peace. Those oceans which acted as barriers from invasion from other countries can no longer be considered as such; the development of new instruments of warfare has so far advanced that oceans today are no greater barriers than were rivers yesterday.

It is now our duty to spread this gospel of tolerance beyond our own boundaries to encompass all the peoples of the world. This is not only a duty but it is an act of self-preservation. Let us together waken up to the terrible consequences of any neglect in our duty towards those to the south of us, to the east of us, and to the west of us. Let us study these brothers of ours, and let us try to understand their idealisms, their concepts of human relationships, their prejudices and inhibitions, in order that we may bring to them in a manner which they will understand our ideas of what is necessary to establish permanent peace thruout the world.

To all of you and to all the citizens of your great country, I bring our heartfelt greetings and I hope that we shall continue to work in cooperation for the salvation of the world.

PARENTS AND TEACHERS WORK FOR YOUTH

MRS. MABEL W. HUGHES, PRESIDENT, NATIONAL CONGRESS OF PARENTS
AND TEACHERS

Address before First Business Session, Representative Assembly. See page 139.

WHAT DO PARENT-TEACHER MEMBERS want for youth today? What things are we working for? What directions do our efforts take us in this year of grace? They take us, first of all, along certain well-trodden paths. We want youth to have a better chance for good health than youth has ever had before. We want youth—all of America's youth—to have a better chance for an education. And we want youth to have not only excellent preparation for a life work but a better chance to carry on that life work. Last of all, we want youth to have a better chance to understand and assume the responsibilities of democratic citizenship than youth has ever had before. These are our cardinal aims today, as they have been for the past fifty years.

In the field of health we shall work for adequate medical care, protection against disease, and early preventive and remedial treatment for all chil-

dren. We want every school child to have a hot and well-balanced noon meal, and we shall continue to sponsor the proper Federal legislation to make the school lunch a nationwide program. We shall labor to give exceptional children—both the handicapped and the unusually gifted—the care, advantage, and opportunities they need to develop to the fullest measure of their strength and ability. We shall do all in our power to make our members and the general public realize that a sturdy, sound physical fitness program is necessary at all times, not merely in time of war.

In the field of education we shall oppose curtailments of school facilities, staff, and curriculum that are advanced in the name of *any* kind of economy. We shall work for high professional standards and appropriate professional salaries for all teachers, and we shall try our utmost to inspire talented young people to enter the teaching profession. We shall give increased attention to the importance of radio, movies, and the press in the education of children, and do what we can to gain further recognition of the need to use these media intelligently for educational purposes. We shall also continue our efforts to create in every home, every school, and every community, a good, stimulating environment in which children may grow to their full stature and capacity; to encourage ample recreational facilities; and to take further positive steps to prevent juvenile delinquency.

These are only a few of the paths we have trodden before, and along which we hope to make still greater progress. But we shall not stop here. More and more we of the parent-teacher organization have come to realize that it is not enough to give young people the right opportunities. We must help them to become the kind of men and women who have grown all the way up, who can see life whole and take it in their stride. In other words, we are working not only for definite, tangible goals, but for the intangible things of the spirit without which all our endeavors would be as useless as seed sown on the whirlwind.

We strive, therefore, to give our children a sense of the *importance of their destiny*. We parents in the home, teachers in the schoolroom, are completely, almost tragically aware of it, and we must make young people aware of it too. We know that *they* must succeed where *we* have failed, and we know that the urgency of the hour is so grave that youth must, above all things, realize its responsibility for the survival of the world.

These hopes for our youth can be made realities only thru well-coordinated team work on the part of parents and teachers. But generalizations are not sufficient to cope with the situations that confront us today. You want to know and you have a right to know, what our organization is doing to implement these goals and objectives. One out of every ten of our four million members is a teacher. Four hundred two thousand men and women in every field of education are making a mighty contribution to the organizations of parents and teachers. We are striving to perfect the technics of our cooperation. Even after fifty years of such endeavor we have barely scratched the surface of what we *might* accomplish if we really understood and trusted each other. Our aims are the *same*. We, too, want more and better education for *all* children, the white, the black, the red, the yellow, the

brown. We know that *much more* money is necessary. We want to restore the prestige of the teaching profession, if indeed it has ever been lost, in the thinking of all people. Students of history know that immortal teachers have shaped the destiny of the world. We do not hear much of the great capitalists of antiquity. It is true that in the Bible we are told of the rich man, Dives, but he was in hell at that writing. Even the rich young ruler who was not willing to sell all his goods and give to the poor, turned sorrowfully away and presumably his soul was lost.

The parent-teacher organization is the only one you can count on to save the time of teachers for the real task of teaching the fundamentals of education for which the schools are maintained. The rank and file of parent-teacher members have not always been aware of this responsibility. They may have contributed unwittingly to the over-loading of the teachers' time, but they can be *informed* and made to realize that if parents *and teachers* do not work together to conserve the time of teachers and pupils for the study of the curriculum which educators have laid out, schools will soon become dispensers of propaganda and collecting agencies for every altruistic group in America. I am told by the teachers and principals from many sections in this country, that drives, days, weeks, essays, tread one upon the heels of another from September to June in our public schools. The parent-teacher organization grew out of the need of educators for closer cooperation with the *parents* if the training of children was to be effective. Elizabeth Harrison, president of Chicago Kindergarten College, Stanley G. Hall, and Felix Adler started the thinking in this direction several years before the National Congress was organized in 1897. I do not hold with the idea that we are a folk movement. My conception of a folk movement is peasants dancing on the village green. We are definitely an educational organization.

Our status was fixed last April when the State Department of the United States government invited forty-one organizations in this country to send representatives to San Francisco as consultants in the organization of the United Nations. We were classified as one of the three educational groups, the National Education Association, the American Council on Education, and the National Congress of Parents and Teachers.

We believe that cooperation between parents and teachers in the education of children is so fundamental that teachers should get this philosophy and training where they get their other preparation for teaching and *that* is in the teacher-education institutions.

After sporadic attempts during a score of years a new approach was tried last year at the University of Iowa. There, under the guidance of the Child Welfare Research Division of the University, a group of seventy men and women, about equally divided between parents and teachers, took part in a workshop to discuss the reasons for active whole-hearted cooperation of these two groups and to provide a means whereby they might be incorporated into the professional education of teachers.

Out of this experience and from the material and publications of the National Congress of Parents and Teachers was developed a unit of study on parent-teacher understanding and cooperation to be offered by teacher-

education institutions with credit as a useful and, we believe, a *necessary* part of a teacher's equipment for his work.

The next step is a tryout of this unit of study. For this purpose, the National Congress of Parents and Teachers has offered all-expense scholarships to colleges and universities that will send a member of their faculty to Northwestern University this summer to take this course with a view to incorporating it in their educational courses in their respective institutions.

To date, eight leading institutions have accepted the offer of the National Congress of Parents and Teachers, and a member of their faculties will work to this end under the leadership of Paul Witty for three weeks in August, for which the University will give $3\frac{1}{2}$ credits. A telegram from our headquarters office in Chicago indicates that Ohio State, New York University, Minnesota State, Peabody College for Teachers, Cornell, North Carolina State, and Harvard University, by their acceptance of this plan are ready to head the banner roll of teacher-education institutions in this country in this important undertaking.

In the field of health, we shall work aggressively to extend Public Health Services until there is a health unit in every county, or comparable division in the land. Healthy children will not come out of communities surrounded by mosquito-ridden lakes, streams, and marshes, or where non-inspected meat, milk, and other foods are consumed in their homes, or where no safeguards are set up against contagious diseases. One specific attempt to send children to school free from physical defects was begun by the National Congress of Parents and Teachers in 1925, and carried on thru the years. This project will continue until adequate means have been set up in communities to render this necessary service under local, state, and federal health auspices. In my state, the Summer Round-up of children had a definite bearing upon the extension of public health services to meet the demands which were created for health inspections under the program of the Summer Round-up.

The National Congress of Parents and Teachers is deeply concerned over the teacher situation in this country. Scholarships are being offered by seventeen of our state branches to superior young people to induce them to enter the field of elementary education. California, in particular, has set aside \$80,000 to provide free education for four years to prospective teachers who possess the qualifications desired. These efforts are an indication of our alarm over current conditions. They are not considered by our group as the solution. In order to induct and retain in the profession the teachers our schools need, nationwide measures must be undertaken. Our country—not only parents and teachers, but the whole country—has a stake in the education of its citizens, and a responsibility which it must discharge. We know the irrefutable facts. Two world wars in one generation have revealed our inadequacies in health and education, and the time has come to do something about them.

A nation that can spend two billion dollars on one project for world destruction without even the knowledge of the rank and file of the people, can surely spend an additional two billion dollars for education as a founda-

tion for world reconstruction. Under its new program Great Britain is spending 6 percent of its annual income for education. Soviet Russia is spending 14 percent of its national income for education, while the United States is spending a paltry 1.4 per cent of its annual income for education. These facts were brought to light at the National Emergency Conference on Teacher Preparation and Supply, held in Chautauqua last week.

Our country would do well to emulate Great Britain and Russia in this respect. The National Congress of Parents and Teachers believes that our rich nation can afford this expenditure on education, and that in this critical period when the world looks to us for leadership, we dare not do otherwise. We, the people, are the source of all power in this nation. If we are to wield this power wisely, we must arm ourselves with the power that knowledge gives. As a first step toward this proposed expenditure for education, let us work vigorously, unceasingly, until Congress appropriates the 150 to 250 million dollars provided in Senate Bill 181 recently reported for favorable action by the Senate Committee on Education and Labor. Then, let us make plans—far reaching and convincing—for the expenditure of the additional funds for education suggested at the Chautauqua conference.

Nothing short of this whole-hearted, joint action on the part of our organizations in the local communities, in the states, and in the nation, can achieve these great ends for education. The day is long past when parents and teachers have to explain why they need each other. We parents know that you cannot work without us, nor can we work without you. We are equal partners in the most important enterprise the world has ever known. The bridge between home and school has been built—built solidly and well. Let us see that what we carry across that bridge is not wasted material, not expendable, but the kind of material—attitudes, ideas, plans—that will help to make our nation ready and willing to play its part in creating a better world of tomorrow.

SIGNIFICANT ACHIEVEMENTS

F. L. SCHLAGLE, PRESIDENT OF THE NEA

Presented at First General Assembly, Representative Assembly. See page 172.

AS PRESIDENT OF THIS ASSOCIATION it becomes my privilege to report to you on the progress and achievements of the Association during the past two momentous years. During the two years of my presidency our country has moved from war to peace. During those years came the invasion of Europe, the collapse of the Hitler empire, the strides of our army and our navy from island to island across the Pacific, the explosion of the first atom bomb over Japan, the Japanese surrender, the series of great international conferences culminating in the establishment of the United Nations organization at San Francisco, and the United Nations Educational,

Scientific and Cultural Organization (UNESCO) in London. During these two years the people of the United States have wound up a war, laid the foundation as best they could for peace, and turned their attention to the development of international cooperation abroad and the raising of the level of living for our people at home.

These two years have witnessed vast changes in our national life and in our individual lives, and your Association has had its part in those changes. America holds a pivotal position in world affairs. Education holds a unique place in the affairs of America. And the National Education Association holds a distinctive place in American education and life. It is the only organization that represents, or has the possibility of representing, in a democratic way the great body of teachers of America. So that we here have a unique opportunity and great responsibility.

At the outset, let me pay tribute to the high-minded, professional attitude of those who are here to represent the teachers of the United States. During many years as teacher and superintendent I have met with many gatherings and have often been impressed with their consecration and devotion to the great cause of education, but I am proud to say that I have never in any assembly sensed a higher spirit of consecration, a deeper appreciation of the responsibility that devolves upon our profession, a higher and more unanimous determination to do the biggest possible things in the best and most effective way, than exist here in this assembly.

May I express to you and thru you to the teachers of America my deep appreciation and gratitude for the privilege which has been mine since I was called to serve as your president in 1944. The responsibilities have been heavy, but they have been made light by your generous cooperation. The opportunities have been many. We have been able to take advantage of them because of your generous support. I am proud of the National Education Association and of the part it has played in America and in the world during these years. I have been privileged, as have few others at any time in our history, to see the Association at work. During my two years as president, I have had an opportunity to be in every state in the Union and have spoken before hundreds of state and local groups of both teachers and laymen. I have talked personally with thousands of teachers in every part of our country and have participated in many conferences—local, state, national, and international. This wide range of activity has been made possible by the generous attitude of my colleagues, the board of education and the people of my home community, Kansas City, Kansas, where I am superintendent of schools. They have sensed the urgency of the needs to be met, the importance of the place which the NEA occupies in American life, and the significance of the contribution which they could make by allowing their superintendent to devote so much of his time to the larger cause. To them and to you I extend the full measure of my gratitude and appreciation.

Our Association is composed of many parts and it can rise to its full greatness only as each of these parts fits into the great harmony which is the united profession. *First*, comes the individual member, whose personal

growth and dedication measures the progress of our profession, whose money finances our farflung activities, whose influence joined to that of hundreds of thousands of others moves schoolboards and legislatures and Congress to appreciate the urgency of education in these critical times.

Next comes the local association, which is fundamental to our whole professional structure. We need to put more time, money, and attention into the development of our locals until every teacher is intelligently and actively at work on the problems of our profession.

Then comes the state association. Let us never forget that our national association was brought together in 1857 by the officers of ten state associations which felt the need of unified nationwide leadership. These state associations were: Illinois, Indiana, Iowa, Massachusetts, Missouri, New Hampshire, New York, Pennsylvania, Vermont, and Wisconsin.

With informed and active individual members, well-developed local associations, and strong state associations we have the best possible basis for a great National Education Association which shall speak with a voice of such power that it will be heard thruout America and the world. We have made encouraging progress toward such an Association. As we go forward during the years ahead we shall have less need to use the expression "united education associations" because the National Education Association will come to mean just that and when we use that name we shall be thinking of our individual members with their threefold loyalty to local, state, and national as working as one harmonious whole on behalf of childhood, the teacher, and humanity.

I want to speak tonight of the achievements of our united profession along three fronts—the organization front, the front of public support, and the international front. It is not possible in a brief talk to catalog these achievements. You have followed them from month to month in *The Journal* and other NEA publications. Our Association has twenty-eight departments. There are twenty-eight committees and commissions. There are fifteen headquarters divisions. These are all part of our great professional team.

When I came to the presidency of the NEA in 1944, strong foundations had been laid by my predecessors, particularly presidents *A. C. Flora*, and *Edith B. Joynes*, who gave splendid leadership thru the War and Peace Fund campaign and the adoption of the Five-Year Program. The War and Peace Fund had given us money to strengthen our work on behalf of education and the people's peace, to extend the work of our commissions and committees, and to take the facts about the crisis in the schools to the American people. The adoption of increased dues to take effect in 1945 had made provision to take care of more urgent needs when the War and Peace Fund was exhausted and to provide for the continued growth of the Association. Adoption of the Five-Year Program of Unification, Expansion, and Development had given us a blueprint from which to work.

We have made substantial progress along all these fronts. Why have we had an increase in membership of 70,000 during the past two years? The

reason lies in the fact that in one state after another, the state and local associations have assumed responsibility for membership which logically belongs to them in a united profession. Most of the states have adopted the Five-Year Program in principle. A substantial number have put the plan for unified dues into effect and others are getting ready to do so.

The steady increase in NEA membership—now more than 340,000—gives added strength to the organized profession and has made possible the expansion and development of our services. For example, our national activities were once concerned chiefly with federal aid. We are now carrying on our federal aid program more effectively than ever before, and under our expanded Legislative-Federal Relations Division are covering a score of fields of growing importance where the federal government touches education and the schools. There will be an enormous expansion of the interest of the federal government in the schools during the years immediately ahead. It is ours to see that the developments which take place are in keeping with our historic American policy of local and state control of the public schools.

We have strengthened the work of our Research Division whose fact-finding activities run like a golden thread thru the whole program. Research is a major enterprise of our Association. It underlies our campaigns for teacher welfare—salaries, tenure, pensions, and all the rest. When you see in magazines like *Reader's Digest* articles setting forth the facts about the teacher shortage or teachers' salaries and working conditions, remember that it is to our Research Division—to *Frank W. Hubbard* and his able assistants—that editors come when they are looking for such facts. Our biennial survey of teachers' salaries, going back for a generation, is the most complete study of its kind that exists for any occupation or profession in America. We believe the hundred thousand dollars a year which we are spending for research is one of the best investments our united profession is making.

We have strengthened the staff of our Division of Publications, whose work has more than doubled in the past two years. The NEA is the greatest publisher in the world in the field of professional organization. In spite of war restrictions on paper the volume of our printed material has increased. In 1943-44, our total printed output numbered some 215 million pages; during the school year just closed it was 376 million pages. In addition to coordinating the printing of the Association generally, the Division of Publications handles the work on the *Leaders Letter*, *The Public and Education*, *American Education Week*, *Personal Growth Leaflets*, and many other projects. To *Joy Elmer Morgan* and his able assistants we owe a word of appreciation for the fine work they are doing.

Our *NEA Journal* is a most important part of the work of our Association. It is the one direct service that goes to every member. It is the one channel thru which the work of our many NEA groups can be brought to the attention of every member. It is a powerful agency for building the common mind and purpose of our united profession. During the war years *The Journal* was severely limited by paper restrictions. As soon as these re-

strictions were removed your Executive Committee arranged to increase the size of *The Journal*. During the last months of this school year we have been printing a *Journal* of 80 pages and beginning in September our members will receive a *Journal* of 96 pages with a two-color cover.

We have added during the past two years a number of working tools which make it possible to carry on the work of our united profession more effectively—the *NEA History*, the *Handbook*, and the NEA film, "Assignment: Tomorrow." The *Leaders Letters*, begun during the presidency of Mrs. Joynes, go to more than 16,000 educational leaders thruout the nation.

We have strengthened the work of our Division of Rural Education under the able leadership of Howard A. Dawson. Our rural schools are the No. 1 educational problem in America. We cannot build a strong united profession without improving the quality of rural-school administration and teaching. What we are doing is already bearing fruit. The White House Conference on Rural Education held October 3-5, 1944, developed a Charter of Education for Rural Children which gives us a working blueprint for years to come. The annual observance of October 4 as Rural-School Charter Day is a project which I hope will be extended into every county.

Not only have we strengthened existing divisions of our headquarters staff but we have also added new divisions to meet new needs in the fields of adult education, including service to veterans; audio-visual instruction; and travel service for teachers. A fine beginning has been made this year in travel service thru the tours to Mexico and the summer center in North Carolina.

The teacher shortage has become a great national problem. Since 1941 there has been a 53 percent reduction in the number of young persons preparing to teach. To develop an action program for recruiting, preparing, and retaining competent people as teachers, the NEA brought together in an emergency conference at Lake Chautauqua last week lay and professional leaders from all over the nation.

The strengthening of our organization structure has made possible a greater achievement on the front of public support for education. In a democracy public sentiment rules the government. Public sentiment therefore must be alert, informed, and aggressive. Our schools suffered gravely during the war. We lost personnel to the armed forces, to industry, and to the government. The schools suffered from the effects of inflation on teachers' salaries. Today schools face the increased load arising from GI education and from the return to school of young people otherwise occupied during the war.

An active public support for schools has never been more important than now. The work our united associations have done on this front has borne fruit, is bearing fruit, and will bear more fruit in the future.

Public appreciation of our schools as shown by statements in the press, over the radio, and from the platform has reached an all-time high. Thirty-five lay magazines nationally circulated and read by tens of mil-

lions of citizens published a total of 136 articles during the past year. Advertisers in the press and on the radio have supported education. Radio commentators have added their voice.

Many agencies of our Association have contributed to this public understanding. We have mailed hundreds of thousands of circulars to school-boards setting forth the teacher shortage and the urgent need for more favorable salaries. We have worked with every large group in this country interested in better education and citizenship. We have worked with agriculture, with labor, with business and industry, with service club groups, with women's groups, with veterans, with the churches, with advertisers, with the press, radio, and screen. This is a big country and it takes work to reach around. A few illustrations will show the methods we have used.

We have begun the publication of a new periodical known as *The Public and Education* directed especially to influential laymen. Over 318,000 copies were circulated to key leaders thruout the country last year.

The Association has held numerous lay conferences thru the Policies Commission, Defense Commission, Citizenship Committee, Division of Rural Education, and the Legislative Commission, so that we have an increasing body of influential citizens understanding and concerning themselves with major issues in education. Increased appreciation of the schools was reflected recently in the excellent report of the U. S. Chamber of Commerce, entitled *Education: An Investment in People*. Based upon a careful study of businessmen, this survey concludes that the cost of adequate education is an investment which citizens and business can well afford in increased measure.

Leaders' conferences in seventeen states during the past two years sponsored by the Defense Commission in cooperation with the state associations, have brought key leadership from all civic and professional areas around a common table to discuss how education may help solve postwar problems. The White House Conference on Rural Education brought together more than 200 leaders of rural life. Conferences on veterans education were held in cooperation with other national organizations and governmental agencies.

The Citizenship Committee, recognizing the critical importance of developing an alert, enlightened citizenry geared to today's needs, sponsored in May of this year a national conference on citizenship in cooperation with the U. S. Department of Justice and the Immigration and Naturalization Service. Over 160 organizations took part.

To *Donald DuShane*, able secretary of the Defense Commission, goes the hearty appreciation of teachers everywhere for his unrelenting battle for tenure and professional security. It is generally conceded that the Commission's report on Chicago schools, published in May 1945, has been the major instrument in correcting the intolerable conditions of favoritism, intimidation, threats, spy tactics, and other fascistic personnel practices under which thousands of teachers in Chicago have been struggling. The report, called by *Time* magazine the most damning in NEA history, has had nationwide circulation. The recent resignation of Superintendent

Johnson of Chicago shows the power of public sentiment when the facts are brought out into the open. The influence of such investigations reaches far beyond the localities immediately concerned so that schoolboards and citizens everywhere have been brought to see the importance of maintaining the highest standards. Not only in Chicago but in many other communities teachers are enjoying better conditions as a result of the Defense Commission's work.

Thru an able special committee of the Defense Commission our Association is heading a movement for the development of education for tolerance and human brotherhood in the public schools. It is the belief of our Commission that the NEA can do more toward eliminating intolerance in this country than any other single organization, providing it has the support of the teachers and others who realize the importance of this problem.

During the past two years the Association has made many other achievements on the front of public support. It remains to turn this high level of public appreciation into action on the part of schoolboards, of legislatures, and of Congress in behalf of better schools. The need is great. The shocking inequalities which exist in the United States in the provision made for the education of American children were graphically portrayed in the recent inquiry on school finance, conducted by a group of organizations including the NEA, under the able direction of John K. Norton. So far as education is concerned, this report concludes, our nation stands not for *equal* but for *unequal* opportunity. Some children get 60 times as much schooling as others receive. Denial of decent educational opportunity will continue so long as the financing of education rests almost solely on the fiscal resources of the individual states. The findings of this great study have been brought to the attention of millions of citizens thru the press, the radio, the *Leaders Letters* and the *NEA Journal*. They have been presented personally to a large number of members of Congress in small conference groups.

Your Association has also made notable achievements on the international front. It is increasingly apparent that all our efforts to maintain a civilized world will fail if we do not succeed in winning the peace. We must be able to live before we can even teach. The threat of total destruction increases day by day and the race between education and chaos sweeps on. It will not be easy to win the peace. The forces of ignorance and intolerance and greed are hard to overcome. There are those who would give up before we even try. But that is not the spirit of the teacher. It is not the spirit of our Association. For untold centuries teachers have fought against the forces we now engage and in spite of all the ups and downs they have made gains. We would not wish to go back to the Middle Ages or the days of the Caesars. It is ours to see that intelligence wins.

We have made much progress. During World War I we passed pious resolutions. This time we have been on the firing line every minute from the days of the War and Peace Fund Campaign to now. We have taken the issue to the people in conferences and publications. We have taken the

issue to the State Department and to Congress. We have taken the issue to one world conference after another. We have begun to develop a voice that can be heard on behalf of peace and world order. We have helped to rally other great groups in American life and to give direction to their efforts. Only a year ago an editorial in *The New York Times* commented, "The National Education Association deserves credit for its long and successful fight to achieve United States participation in an international office of education." We do not claim all the credit. Many others have helped, but we do claim that the teaching profession in America has done its part. And we may all be proud of that part. One of our members has said that had our Association done nothing during its entire history but what it has done to secure a place for education in the United Nations, it would have more than justified all that we have put into it thru the years. We have won the first round for peace and we must keep on fighting with ever-increasing power.

Many people have helped in this campaign and deserve our gratitude. I cannot name them all, but I do want to name a few. First the members of the War and Peace Fund Committee and especially its chairman, *George D. Strayer*, who when he was our NEA president twenty-six years ago urged that we take a more dynamic part in world affairs. Then the Educational Policies Commission and especially its chairman from 1935 to 1945, *Alexander J. Stoddard*, whose eloquent voice on behalf of education and the people's peace has been heard from many a platform. Next our own secretary, *Willard E. Givens*, whose leadership and encouragement have sustained all our efforts. And most of all *William G. Carr*, who has been a champion of world citizenship for many years. It was my privilege to be associated with *Mr. Carr* in the Conference at San Francisco and at London and I know first-hand what his leadership has meant to this great cause. Since *Mr. Carr* is going to tell you of the San Francisco and London Conferences I shall merely refer here to other phases of our work in the international field.

Suffice it to say that our International Relations Committee has stimulated the study of international relations by students and teachers in thousands of American communities. We have made available to teachers the latest information regarding UNESCO and the United Nations. In a few weeks we are to meet with our colleagues from education associations in the other members of the United Nations to try to establish a truly effective world organization of the teaching profession. We cooperated in arranging for the exchange of seventy-five teachers with Great Britain. We held twenty-eight regional conferences on the teaching of foreign languages. We had a special committee of our classroom teachers study the schools of England. Our Educational Policies Commission is including Canadian schools in its current study of elementary education.

We are all proud of the part which was played by our Association in working out plans for the future of Japanese education; five of the twenty-four educators who made up the U. S. Education Mission to Japan were from our Educational Policies Commission. *Mr. Givens* was a member

of this Mission and will report to us at our meeting on Friday afternoon.

It is an encouraging thing to find in charge of the occupation of Japan a great general like Douglas MacArthur who appreciates the full importance of education to the future of a democratic nation, and it is highly significant that he should ask for a commission of noted educators to study the situation and to make recommendations for the future of Japanese education. The Commission which worked at this task was one of the most outstanding groups of educators ever brought together, and we are proud that our secretary was one of its most active members. The report of the United States Education Mission to Japan is a notable achievement and may well have far-reaching consequences for the future of the Japanese people and all humanity.

I said at the beginning of this address that America holds a pivotal position in world affairs, that education holds a unique place in America, and that the NEA holds a distinctive place in American education. This is a challenge to face our tasks with courage and determination and to meet needs with deeds.

In closing, I wish to reemphasize that the organized teaching profession, therefore, has a definite plan for its future—definite in terms of enlistments, definite in terms of programs of action. We feel that this is the most important step in the long history of the NEA. Our profession is now gaining, and will continue to gain force as it grows. Our task is not one confined merely to the schoolroom. It is broader even than the community and state. Our service is a service to country. It is the fulfilment of an obligation of a great profession to society. It is a patriotic service we render, to perpetuate democracy thru an enlightened citizenry, to secure the peace of the world in an ideology of tolerance and understanding.

It is not enough to give lip service to these responsibilities. We must give time and money and work when they are needed. We must act when action is called for. Events have given education a new day in the sun and magnified the position of the teacher among his fellowmen. The measure of our profession is the extent to which it is part of the life of this country, helping it to achieve the goals toward which a free people strive. Whether or not we perform this service will depend upon whether we can *unite* as a great profession to meet our responsibility.

THE CHALLENGE

WILLARD E. GIVENS, EXECUTIVE SECRETARY OF THE NEA

Presented at First General Assembly, Representative Assembly. See page 173.

OUR LAST CONVENTION met in Denver four years ago; our last Representative Assembly in Pittsburgh two years ago. We are living now in a world very different. The speed and power of the present world are appalling. A new ram jet-propelled airplane travels 1500 miles an hour. Atomic fission and the jet motor, because of their dramatic character, are known

to all. They typify this new and fast-moving age. However, physical sciences have been pushed forward rapidly on a thousand other fronts.

The same brief span of time has witnessed the development of political and economic ideologies that have great significance for the future of mankind. It is unrealistic for any nation to assume that it may be protected by a sea wall of isolationism from the backwash of these political and economic changes, or that its freedom is safe from a rising tide of alien ideals.

The world we live in tonight is in the grip of a scientific and ideological revolution. Its inventions and innovations differ from each other in that some are a threat and others a promise to civilization. No one of these movements will wait. Scientific knowledge is advancing in laboratories around the world. America can easily lose its record for scientific achievement unless it seeks and educates those who can maintain it. The dignity and worth of the individual human being which are the basic tenets of the American way cannot be saved except thru the intelligent home defense of a vigorous American citizenship for which the basis is laid in our American schools and colleges.

That defense must be built now. This is no time to quibble over the reasonable cost of education. There was no quibbling over the cost of radar, superforts, or atom bombs in the late war. To quibble would have been to lose lives and perhaps victory. There is no less at stake in the issues of peace. A people who fought a war as resolutely as the American people did can defend the cause of peace. A people who can pay for a war can pay to maintain and improve the ideals for which that war was fought.

American youth have an assignment that is not optional. They are living in an incredibly complex world of racial and class distinctions, of international frictions, of battered traditions, of huge debts, and of inevitable change. They must take their full part in the world we live in, and they must have the education which will enable them to do so. Our provisions for such education are not adequate. The oncoming generation of children and youth must think, create, plan, resist, adapt, act. They must not falter or fail.

Messrs. Norton and Lawler in their recent publication, *Unfinished Business in American Education*, urge that we start another war—this time upon ignorance; that we liquidate the poverty of tens of thousands of school districts in the United States.

Americans take too much for granted. We are aware of the fact that our nation as a whole has the highest standard of living in the world and one of the freest and most liberal educational systems. How many of us, however, are aware that there are 10,000,000 adults with so little schooling that they are virtually illiterate; that there are 2,000,000 children, aged 6 to 15, not in school; and that 5,000,000 out of 17,000,000 men examined in the draft were rejected for educational, mental, and physical deficiencies which might have been largely prevented by good education? How can these things be in a land pledged to equal opportunity and boasting that a fair chance to get an education is the birthright of all?

What we believe and what we do in American education may be two very different things. The average American citizen believes, and takes for granted, that America is the land of opportunity for all. America has given to countless millions from foreign lands a chance to realize the best that was in them. It has given to boys and girls born in the United States the opportunity to go as far as their ability and ambition will take them. However, it is a shocking fact that millions are still denied the equal opportunity that is the inalienable right of every American citizen. The schooling provided millions of American children is so inferior and brief that it leaves them unprepared to meet the demands made upon them as citizens and as individuals in the kind of a world in which they find themselves. There is a difference in the amount of money spent for the education of children between the best financed school systems and the poorest financed school systems of sixty to one. There are classroom units upon which \$6000 per year is spent while there are other classroom units upon which \$100 per year is spent covering teacher's salary, books, and equipment, and all other expenses of running a school. It is obvious to anybody that a board of education with only \$100 with which to buy schooling for a class of thirty children for a year can purchase very little.

America has recently paid a great price to maintain her place as a free nation. A partial listing of the cost of our part in World War II includes 325,000 of our youth killed; 1,000,000 crippled or impaired for life; 10,000,000 lives disrupted by military service followed by problems of readjustment to civilian life; a money cost of more than \$300,000,000,000. During the war years we neglected or restricted activities on the home front. Overshadowed by the war and more recently by problems of reconversion, educational problems and deficiencies long characteristic of many states have grown steadily worse.

In the new era in which we are living our country will need to exercise high economic, political, and moral leadership. The basis of such leadership will be the physical and mental qualities of the people of the United States. It is the people that determine the social trends that carry a nation forward to justice and liberty or backward to barbarism and brutality. During the recent war it was the people who mined the ore, processed the steel, fashioned the weapons, and fought the battles. They won the war. They will make or break the peace.

What obligations have we in the teaching profession for guaranteeing an adequate educational opportunity to every boy and girl under the American flag? How can we accomplish our part? There is only one answer—we must think, plan, and work together effectively and continually thru our united local, state, and national associations.

We have just come thru a world war more ghastly and costly than any which the world has yet seen. During this war our profession contributed its share of men and women to the military forces. Due to the meager salaries being paid teachers, thousands upon thousands of our people left the profession to go into other lines of work which paid them enough to enable them to meet their necessary bills. The opportunity for well-paid

employment was so great on all sides that young people did not care to prepare themselves for teaching. Previous to the war one teacher in 200 thruout our country was teaching on a temporary certificate. At the close of the war one teacher in ten was a teacher with substandard training. In addition to this, thousands upon thousands of schoolrooms had no teachers. By leaving the teaching profession and entering other lines of work teachers were able to live; but what has happened and is happening to the thousands and millions of children who are either not being taught at all or are being taught by teachers poorly prepared to teach children for full and effective life in this new era?

Thousands upon thousands of teachers do not get sufficient salary to enable them to meet the bare necessities of life. Therefore, many of them are forced out of the teaching profession. Most young people refuse to prepare for a profession which does not offer reasonable financial reward.

We know that there are many compensations in the teaching profession over and above the salary received. We also know, however, that in a time of rising costs the members of our profession must receive sufficient income to enable them to live in a manner that provides the satisfaction and peace of mind and spirit so necessary for those who would lead and inspire young people. There are few, if any, places in our country where good teachers are being paid in keeping with the value of their work. Thousands upon thousands are being paid amounts far below that needed for any professional worker to live in a manner that is in keeping with the importance of the work which he is doing.

Citizens, generally, are beginning to sense the seriousness of the situation, but they have not yet acted with much vigor concerning it. What is the remedy? What can the members of the teaching profession do about it? The era in which we live, whether we like it or not, is an era of pressure groups. Each group looks after those basic interests which are vital to the welfare of that particular group. There is no group of people, other than the teachers themselves, that is going to demand that sufficient salary be paid to attract and maintain our best people in the teaching profession. We must make the facts concerning our situation known. We must point with vigor and determination to the general situation which present teaching conditions make for the children and youth who are to be our active citizens of tomorrow. Can this situation be remedied? The answer is yes—if we as members of the teaching profession are determined to look after the welfare of our fellow-workers and protect the educational interests of our young people.

The work which we are called upon to do cannot be done until all communities have aggressive local teachers associations, studying their problems with intelligence and imagination, and seeking to get for every teacher teaching conditions which are such that our ablest people will prepare for the profession, enter it, and give to our young people the best they have to offer.

I wish to stress the fact that the teaching profession now has a heavy responsibility resting upon it for helping our country in world leadership.

The Preamble to the Constitution of UNESCO states: "That since wars begin in the minds of men, it is in the minds of men that the defenses of peace must be constructed."

Horace Mann, in his eleventh annual report, said: "Were nations to embark in the cause of education for the redemption of mankind as they have in that of war for their destruction, the darkest chapters in the history of earthly calamities would soon be brought to a close."

Your National Association worked unceasingly to help create the United Nations. Your officers and staff helped to develop UNESCO. What is our obligation as teachers now? As citizens, teachers should share in the conviction that the world organization shall be strengthened and used effectively. As adults with skill in teaching, we can help inform other adult members of our communities. As teachers in schools we can prepare young people for citizenship in a country which has a leading role in an international organization for peace and security.

As we look about us at the present world situation, being effectively organized as teachers is a vital necessity. We must have strong local teachers associations in every community. Each state must have a state association which is intelligently effective in dealing with state, national, and world problems. Your national organization must continue to play an important role in national and world affairs, supported by the united strength of every state association and thousands of well-organized, aggressive local associations.

As we look at the plight which surrounds our children and youth in this modern world; as we fully sense the economic situation facing great numbers of teachers thruout the nation; and as we realize that there can be no peace unless we have international understanding founded upon the better knowledge which educated people have of each other, we are driven to professional unity.

Truly effective organizations of teachers must be free to act on all professional matters with initiative and vigor. Altho cooperating closely with all other organizations and institutions which have concern for the betterment of American life thru education, professional educational organizations should maintain their independence. Teachers as individuals should enjoy the right claimed by all other loyal and upright citizens to belong to such organizations as they wish. Their right to the American freedoms of thought and speech should be unquestioned. Organic affiliation of teacher associations with other groups, which have specialized economic, political, racial, or religious aims, is another matter. The schools serve all the people. Instruction should be unprejudiced and undedicated to ideals upon which there is sharp disagreement among American citizens.

A reason often advanced for the affiliation of teachers associations with other groups is to secure their support for education. Experience shows this unnecessary. Organized labor has loyally supported educational budgets and educational programs without asking whether or not the teachers who advocated them were union members. Associations of business men and industrialists have in recent years cooperated closely with educational

leaders in hundreds of communities without demanding teacher membership in their organizations. Farm organizations, professional organizations, church groups, fraternities and clubs—large sections of the American public united in behalf of a wide variety of interests—have time and again joined forces with those who are trying to improve educational opportunity. In order that all lay citizens can continue to work with educators in this way, it is important that our professional educational organizations keep themselves independent and free.

It will not be easy to complete the task of building a united profession any more than it will be easy to complete the task of building a world government, but the things we ask of our professional colleagues thruout America are not new. They have been done by thousands of our predecessors who have sacrificed for what we now enjoy—the founders of this Association in 1857, those who have worked to make the Association more democratic and representative, those who have labored to gird it for the difficulties of these urgent days. Shall we be content to do less than they? Dare we do less? Does not every circumstance of these times call for a larger hope, a greater faith, a more determined effort, a deeper devotion?

All children must have adequate educational opportunity. All teachers must be paid salaries commensurate with the importance of their work, for our country's place in world leadership depends upon our schools.

We must have effective world government or we will have world chaos. It will not be easy to accomplish these things but, God helping us, we can choose no other course.

THE NEA AT SAN FRANCISCO AND AT LONDON

WILLIAM G. CARR, ASSOCIATE SECRETARY OF THE NEA AND SECRETARY,
EDUCATIONAL POLICIES COMMISSION

Presented at First General Assembly, Representative Assembly. See page 173.

THREE YEARS AGO this Representative Assembly approved a resolution declaring that the force of education must be recognized in the efforts to establish peace. Two years ago, this Assembly called on the government of the United States to help create a permanent international agency for education.

It is my intention this evening first, to report what has happened in carrying out your adopted policies in this area; second, to tell why things occurred as they did; and third, to suggest what should be done next. I have ten minutes for each of these three topics.

I. What Has Happened.

First, then, as simply and briefly as possible, the story of what happened to education at San Francisco and London:

When the State Department was selecting the United States Delegation to the San Francisco Conference which drafted the United Nations Charter,

the National Education Association was invited to appoint one of the Consultants to the United States Delegation. President Schlagle asked me to serve in that capacity.

On the opening day of the San Francisco meeting, there was released as Conference Document No. 1, three Chinese Proposals. The first two Proposals dealt with the international law and justice. The third Proposal read: "The Economic and Social Council should specifically provide for the promotion of educational and other forms of cultural cooperation."

It appeared at the moment that a significant place for education in the structure of peace had been achieved, even before the Conference had held its first session.

These early hopes, however, were not quickly realized. During the opening days of the Conference, the chairmen of the "Big Four" Delegations addressed the Conference. Not one of them made reference to the educational part of the Chinese Proposals.

Educational cooperation was vigorously advocated by other nations. The little Republic of Haiti, whose representative twenty-three years before had stood alone in the League of Nations Assembly to plead for a League agency in education, came forward again with a proposal for a Council on Education to "see that education should never be used to propagate ideas contrary to peace." Lebanon, Ecuador, Uruguay, Greece, France, Norway, Panama, the Philippines Commonwealth, and Iran took a similar position.

The reason for the continued silence of the "Big Four" became clear on May 4th when they submitted their amendments to the Dumbarton Oaks proposals. The explicit reference to education which had been such an encouraging feature of the original Chinese Proposals was omitted from the "Big Four" amendments.

Perhaps I should indicate at this point why the word "education" was eliminated. Briefly, some members of the U. S. Delegation felt that "education" in the Charter might be misinterpreted as an invitation to subversive propaganda in American schools, others that the word might add to the difficulties of securing Senate ratification, and that the reference to education was relatively unimportant. They were not opposed to "education" as such; they simply were not fully aware of the extent and strength of public and professional opinion that educational provisions were an essential part of the Charter.

We have not enough time for a day-by-day or a blow-by-blow account of the developments at San Francisco by which we attempted to persuade our Delegation and the Conference to reverse its decision and incorporate in the Charter a definite provision for international cooperation in education. I wish that I did have time to tell the story, because I enjoy telling it, regardless of what the listeners may feel. Suffice it to say, however, that in the next eighteen days reams of letters were written, acres of memoranda were drafted, small victories achieved and small reverses suffered, and dozens of different wordings tried, tested, and rejected.

Our activities went forward in close cooperation with those of other

Consultants from organizations not ordinarily regarded as "educational." Under the leadership of Philip Reed of the International Chamber of Commerce, a group of Consultants representing the major organizations in each of four important fields—agriculture, business, education, labor—were granted a half-hour hearing before the entire U. S. Delegation. All these Consultants joined in strongly supporting "education."

Meanwhile, in Washington, other important events occurred. Congressman Mundt and Senators Taft and Fulbright introduced Congressional resolutions endorsing the idea of an international office of education. In a few days they had passed both houses of Congress unanimously.

Eventually, it became clear that the United States Delegation had changed its position on this matter. In the Committee charged with preparing this particular part of the San Francisco Charter, the United States Delegate first obtained unanimous consent to reconsider the previous decisions, and then asked that educational cooperation be included among the objectives of the Organization. The suggestion was immediately approved unanimously by all the other nations.

That was on May 22, 1945, at about 9:40 p. m. You can put a red ring around that date on your calendar. It opened the door to a vast new area of international cooperation. Education had been given a voice in the peace, and that voice, rising from millions of teachers and other citizens in the United States and around the world, had been heard and heeded.

Education is mentioned nine times in the final text of the United Nations Charter. The General Assembly is empowered to make studies in the field of educational cooperation. The Economic and Social Council is charged with promoting, not merely providing but *promoting*, international educational and cultural cooperation. Every member of the United Nations is pledged by Articles 55 and 56 to take joint and separate action for the promotion of educational cooperation. Furthermore, certain educational responsibilities are conferred upon the Trusteeship Council and on nations responsible for dependent areas.

That was the accomplishment. I must pause for just a minute more to underline its significance. The United Nations Charter is the latest of a long line of efforts to build a secure framework for international society. Its predecessor, the Covenant of the League of Nations, provided no reference whatever to education. A representative of the National Education Association at the Paris Conference was accorded one brief hearing near the end of the Conference. This representative, whose name I should like to mention, *Mrs. Fanny Andrews* of Boston, was told after a masterly presentation, in effect, altho with exquisite politeness, that education was one of those supplementary questions which must wait until the really important matters had been cared for. In 1921 the League of Nations Assembly eliminated the word "education" from a resolution on the subject. As recently as 1944, the Dumbarton Oaks Proposals were issued to the public without a word on the subject of education.

Until May 22, 1945, the statesmen of the world had refused to apply the instrumentalities of our profession in an organized way for the mainte-

nance of the peace. International organization for educational cooperation has been a dream of educational leaders for at least three centuries; it has been the ardent hope of the teachers of the United States, ever since the end of the first World War. Here at last in San Francisco the weapon of organized education which statesmen previously had refused to touch was now firmly grasped and made a part of the arsenal for peace which we call the United Nations Charter.

The Conference at San Francisco did not determine the exact ways and means by which the educational functions of the United Nations would be conducted. That was postponed for a special conference held in London in November. The London Conference was attended by forty-four of the fifty-one United Nations. It is hoped that all the United Nations will join later. A place on the executive committee is being held open for the Soviet Union.

In London, as at San Francisco, officers of the National Education Association were assigned important roles; *President Schlagle* and two members of your Committee on International Relations, *Kenneth Holland* and the late *Grayson Kefauver*, served as advisers to the United States Delegation; *George Stoddard*, a distinguished member of your Educational Policies Commission, was one of the Delegates; and your speaker was the Deputy Secretary General of the Conference.

The London Conference succeeded in drafting a Constitution for a specialized international agency to deal with education and closely related fields. The new agency thus established is called the United Nations Educational, Scientific and Cultural Organization, or UNESCO.

The Constitution of UNESCO has been published in full in *The Journal* of the National Education Association and a poster displaying its preamble has been widely distributed by the Educational Policies Commission. I have time to mention only one of its provisions.

The basic issue relating to UNESCO was the question of its aim. Would UNESCO be just a clearinghouse where ideas, people, and materials would be exchanged among nations or would it be an agency dedicated to the promotion of peace, judging all its operations in terms of their contribution to that purpose? I am glad to say that, after some discussion, the second point of view was adopted unanimously. UNESCO is dedicated explicitly to just one purpose, to contribute to peace and security. This decision, in my opinion, is second in importance only to the decision to include education in the United Nations Charter.

The effort to secure participation in UNESCO by our own government has been brought to the very edge of a successful conclusion in the past few weeks. The NEA actively supported this action in testimony before the House and Senate Committees on Foreign Relations. The enabling resolution passed the House of Representatives by an overwhelming vote of 264 to 41 and the Senate Committee on Foreign Relations approved UNESCO on Tuesday. That brings us down to now. Before we try to look ahead let us review briefly.

II. Why It Happened.

The first reason for our success lies in the fact that our Association has, for many years, shown an intelligent interest in international relations, has cooperated with other agencies in the dissemination of information on current international issues, and thrown the support of public education behind the State Department's program of developing an informed public opinion on foreign policy. This active program was undoubtedly one factor which led the Department of State to invite the National Education Association to name a Consultant for the San Francisco Conference. Had this groundwork been neglected, the Association might have had no voice at the San Francisco Conference at all.

The Department of State tried to make the United Nations Charter reflect the public opinion of this country. Before the San Francisco Conference, many people had wrongly supposed that amendments to the Dumbarton Oaks would be practically impossible to secure, particularly if these amendments dealt with matters of substance rather than procedure.

I should like to pay tribute to our State Department and the United States Delegation at San Francisco, for its sincere, broad, and intelligent effort to find out what public opinion would support and what it felt we should have in the United Nations Charter.

Without a State Department which really desired to secure expressions of opinion, and to carry those opinions into effect as far as possible, and without an organized teaching profession that had demonstrated its interest and competence to have an opinion on the subject, we could not have made an effective contribution at San Francisco or at London.

The general strength and standing of the NEA. The NEA representative at the Paris Peace Conference in 1919 spoke for about eight thousand educational leaders, the total membership of our Association at that time. When your representative at San Francisco sat at the conference table as the accredited spokesman of some 340,000 teachers, the mere existence of so large an organized, independent, professional group was bound to influence those whose responsibility it was to consider these suggestions. The arguments for education presented at the Hotel Crillon in Paris in 1919, were not any less logical or convincing than those presented at the Hotel Fairmont in San Francisco in 1945. A second World War had, perhaps, added point and poignancy to them, but the reasons for including education in the League of Nations Covenant were just as compelling as those for including education in the United Nations Charter. One of the reasons we succeeded in the latter instance and failed in the former is the fact that this Association is now strong and competent.

A fourth important factor was the recent dramatic illustrations of the power of education to make war as given by the Nazi educational system. If the teaching profession learned something about the power of organization between the two wars, the statesmen of the world also learned something of the power of education, if only from observing the devastating results of the Axis school systems. This object lesson in the misuse of

education doubtless engendered a decent respect for the power of education when wisely and properly directed.

A fifth reason for our successes has been, to put it crudely, the availability of money. The creation of the NEA War and Peace Fund, and the voluntary contribution which you and thousands like you made to it, were an indication that the teachers of America were prepared to back up their policies with coin of the realm. The people who represent our country in international matters can be, and should be, and are sensitive to public opinion. With the aid of the War and Peace Fund, your Educational Policies Commission under the inspiring leadership of its then *Chairman A. J. Stoddard*, conducted for three years before the San Francisco meeting a steady program of public information involving dozens of broadcasts, transcriptions, leaflets, pamphlets, posters and regional conferences of lay and professional groups—all designed to transmit to others the conviction of teachers that their profession has a part to play in keeping the peace. All of these activities cost money; most of them were financed by the War and Peace Fund. Without this financial support our program might not have become effective.

The sixth reason for our success is an outgrowth of all the others; namely, the support given by our friends outside of the teaching profession. When the representatives of the Chamber of Commerce and the National Association of Manufacturers, the CIO and the AF of L, and the four major farm organizations, joined the representatives of education in asking that education be included in the Charter, the outcome of such a demonstration of public opinion could hardly be in doubt.

I have taken your time to review the reasons we have come as far as we have in this important aspect of NEA policy, because it seems to me worthwhile, partly as a matter of record, but chiefly because it indicates what we should do next, and to that last question I now turn.

III. What Next?

There will be a strong temptation for all of us now, individually and in our Association, to lean back and heave a sigh of relief. We have nine references to education in the United Nations Charter. We have UNESCO. The United States has joined the United Nations and UNESCO. Both are going concerns. Is that all? I want to say with all the earnestness I can command that the quickest way to cancel the results gained at San Francisco and London is to adopt the easy attitude that now everything is going to be all right.

This Association sent me to San Francisco to ask that education be given a part in helping to keep the peace. That request was granted. We have not merely registered an achievement; our profession has been given, at our own request, mind you, a profound responsibility. We offered to make a contribution to peace and security if we might be recognized. Well, we have been recognized. Now we have to make good.

Continuing success will require the same diligent attention, the same generous teamwork, the same financial support, the same unremitting energy

that won recognition at San Francisco and London. There is not likely to come a time in the lives of any in this auditorium, when we can write "mission accomplished" to the great task of education in maintaining peace. We must have a more realistic and better organized program of education for international understanding at all school levels. We should teach about UN and about UNESCO as tho the very lives of our children depended upon it, which indeed may well be the case.

At this point I am supposed, by all rules of courtesy and rhetoric, to declare loudly that I am absolutely confident that our profession will rise to its responsibility. That kind of statement is expected of a speaker in my position. But I shall not say it. To tell the truth I do have some fear that we may lose momentum. Teachers and the employees of teachers organizations are human beings, and any of us can and may forget what it cost in blood and treasure to buy this second chance to achieve an international society. I think I see in this country, inside our profession and out of it, a relaxing of the drive for international cooperation which characterized the years of the war and the first few months of the peace; and our profession has a responsibility to itself, to the nation that it serves, and to the young people who are its future, to help check the spread of this disinterestedness. I fear that many schools represented here tonight have not introduced an adequate study of the United Nations Charter into their program. I know that many state and local teachers associations represented here tonight do not have a committee on international relations cooperating with our national committee. These words are not intended to be reproachful words; they are intended to be hard and honest. So, the first thing we must do next is to do more of what we have done already and to do it better.

I think our government and our people should say very clearly to the Soviet Government, and as clearly as we are permitted to say to the Russian people, that we are eager to enter into educational and cultural relations with them; that we are prepared to go the limit in exchange of educational materials and personnel; that we are prepared to have what we teach about Russia in our schools checked for accuracy and fairness; and that we want the Soviet Union to permit a similar kind of exchange and checking to be done from our side of the picture.

I do not know what the reply of the Soviet Government would be to such proposals. Whatever the reply, the invitation ought to be made anyway. Clearly, the most difficult and even catastrophic developments are likely if the Western democracies and the Soviet Union go on screaming at each other across stormy seas of mounting misunderstanding.

The third thing we must do is to keep a vigilant eye upon the activities of UNESCO. The purpose of UNESCO is to "contribute to peace and security," as I have already explained, but the constant tendency of UNESCO, like any other international body, will be to do the easy and traditional things, rather than to make a frontal attack upon the difficult problem of education for international understanding. At the first General Conference of UNESCO next November, there should be established an

international inquiry into the methods now being used in the various nations, for teachings which contribute to peace and security, and teachings which do not contribute to this end. After the study, UNESCO should draft a treaty, under which all of the member nations would agree, thru their respective constitutional processes and systems of educational administration, to use their schools for the development of international understanding and never for opposite purposes. After such a recommendation is accepted, each member of UNESCO must report periodically what it is doing with reference to the agreed purposes and procedures.

Some people may say that this proposal infringes upon national sovereignty. This is precisely the fear which kept the League of Nations from entering the field of education when the Covenant was drafted and afterwards. This is the paralysis which caused the civilized world to stand by helplessly while the Nazi and Japanese educational systems warped the minds and eroded the morality of the youths who were later to attack civilization and to work at last their own pitiful destruction.

UNESCO cannot interfere in matters within the essential domestic jurisdiction of any nation. That is as it must be. But if UNESCO is not to be a fraud and a hypocrisy it must interest itself, even if it does not possess authority, in how the various nations teach international understanding or the opposite.

I submit that the Nazi educational system, to take an example, was not a matter essentially within the domestic jurisdiction of the government of the Third Reich. We only pretended that it was none of our business. After September 1939, there were no matters of domestic jurisdiction in Germany. By that time German educational policy had come to its inevitable fruition, and the world recognized, each part of it a little too late, that Nazi education was a matter of international concern. It was a matter of international concern from the very beginning of its corrupt foundation. The surest way to protect ourselves from the necessity of having to take warlike action to defend ourselves against the results of aggressive education is a positive program to develop education for international understanding and peace.

UNESCO must not become merely an agency to extend human knowledge, so that man may be a more skilful agent of his own destruction. It must not become merely an agency to improve the refinements of living, when those refinements may be smashed into unrecognizable nothing by the impact of another major war. We must insist that UNESCO act promptly and firmly, to develop teaching for international understanding; that it live up to the great purpose stated in its Constitution. We must be content with nothing less, this year, next year, and in all the years to come.

Finally, we must find a way to bridge the gap between these great international organizations, functioning in Paris or New York or some other part of the world, and the classrooms thousands of miles away. I ask you, as delegates, to see that your associates and your students are acquainted with these new tools of international relations in education.

The United Nations organization and its specialized organizations such as UNESCO are simply tools. When people ask me whether I think that the United Nations will work and whether I think UNESCO will work, I am tempted to ask them in reply whether they think that a spade will work. A spade works only if somebody works it.

Perhaps I can make my point this way. Suppose some friend in this audience were to approach me at this moment with a violin in his hand and were to say to me, "You have talked long enough. It is time for a little relaxation. Won't you play us a tune on this violin?" I would have to say, after I had recovered from my surprise at such unorthodox procedure, "That is an excellent suggestion but, you see, I never learned to play the violin."

And if my friend persisted, he might say, "Yes, but see what a splendid violin this is. See how cleverly the different parts are put together. The best violin makers in San Francisco and London worked for months to make this instrument, using nothing but the finest quality of wood, glue, and other materials. Surely you can play such an excellent instrument." And again, I would have to reply, "I am sorry; it doesn't make any difference how good the instrument is. Since I have not learned how to use it, I can produce on it nothing but discords."

But if you had in this auditorium, instead of me, a Fritz Kreisler, or any other skilled violinist, and if you gave him a battered two-dollar fiddle picked up at the nearest pawnshop, he could tuck that instrument under his chin and it would pour out most excellent sweet music to charm the heart out of you. He could make good music, even on a poor violin, because he has practiced the playing of it, from childhood on. True, he could make even better music with a better instrument, and we ought to give him the very best instrument that we can, but the crucial fact is that *he knows how; he has learned.*

I say to you that the great job of American education and of education all over the world is to teach these boys and girls how to use the new instruments which we have fashioned as best we could for the great purpose of promoting peace among nations. For unless these children learn well and practice persistently, nothing that happened at London or at San Francisco or even at Buffalo will matter very much to the survivors.

PRESENTATION OF VICTORY ACTION PROGRAM OF OUR UNITED EDUCATION ASSOCIATIONS 1946-51

JOY ELMER MORGAN, EDITOR OF THE JOURNAL OF THE NATIONAL
EDUCATION ASSOCIATION

Delivered at Third Business Session, Representative Assembly. See page 174.

I HAVE BEEN ASKED by our president to present the Victory Action Program of our United Education Associations. I am glad to do so. I am especially glad to present this program on this historic 170th anniversary

of July 4, 1776, when our forefathers presented to the three million people on our eastern seaboard a Victory Action Program for the American Colonies. God grant we may have the wisdom, vision, and courage which inspired them. The Victory Program is not new. It has been considered carefully in one group after another. It has been discussed in *The Journal* and elaborated in *Leaders Letters* 51 and 54. Our profession now faces the greatest opportunity that has come to it during the entire history of American education—an opportunity greater than it is likely to have again in a generation. Shall we as a united profession seize that opportunity or let it slip by? That is the question which our Executive Committee faced when the war ended and it is the question which it is asking you to consider during this meeting and decide at the business session on Friday afternoon.

Our profession has taken one forward step after another during the war years. These achievements, which were described to you last night by *President Schlagle*, have borne fruit. Their influence will be felt for generations. Our War and Peace Fund Campaign in 1943 gave the profession a new faith in itself. This new faith has been justified by outstanding accomplishments in connection with the United Nations and UNESCO, by courageous investigation of conditions affecting the welfare of children and teachers, by gains made in our work with Congress, by the remarkable development of public sentiment favorable to schools, and by the nationwide progress made during the two years of the Five-Year Program.

When the war ended our Five-Year Program was in its second year and the question naturally arose whether to continue that program thru the remaining three years or whether it would be better to face the new situation created by the coming of peace and develop a Victory Action Program that would look forward into the five years ahead. Your Executive Committee wisely chose the second course. It was moved by the following convictions:

1. That in our present confused world it is of the utmost urgency that education be made as effective as possible. People must learn to rely upon intelligence and cooperation rather than on force.
2. That peace must be waged no less than war and that in any plan to insure security, raise the standard of living, and provide employment, education must play a major part.
3. That a primary responsibility rests upon the organized teaching profession to make education increasingly effective.
4. That education must concern itself with the growth and development of the entire population from the earliest years thruout life.

The Structure of the Program

Your Executive Committee proposes that the Victory Program be built upon the foundations which have been laid in the Five-Year Program which will continue in force wherever it has been approved until the Victory Program has been adopted in its place. The Victory Action Program has four main lines of emphasis.

The emphasis on *unification* will continue. A number of states have

already achieved unification and their success is an inspiring example of what can be done by farsighted dynamic leadership. Other states are well on their way toward unification. The new program has the effect of giving states which require more time, until 1951 to accomplish full unification. We live in a time which requires increasing unity. The future of civilization thruout the world depends upon unity. We can do our part by demonstrating the power of unity among ourselves within our own profession.

The emphasis on *expansion* will continue. The aim is to increase the enrolment in our local, state, and national groups until at least 90 percent of the teaching staff are members.

The emphasis on *development* will continue. Our associations should extend their services to meet the increasing demands which are being made upon them by the conditions of the new age.

The Victory Program adds a fourth emphasis, that of *action*. We have had action programs in the past and most of our associations have such programs now but the ending of the war challenges us to canvass the situation anew. The danger is that we shall aim too low, that we shall not keep pace with the tempo of events around us. We are in the midst of the greatest intellectual and moral awakening of all time. Only by the most vigorous forward movement can our schools hold their place at the heart of our advancing civilization. The conditions which surround children, teachers, and schools need to be improved on a scale scarcely dreamed of heretofore. We as a profession have a responsibility to do our part in the forward drive toward a better day. It is proposed that our program of action be worked out in the most democratic manner possible. It is not a cut-and-dried program which is handed down from above. It is not a program which is complete or can be complete in all its details this year or next. What our Executive Committee asks is that we commit ourselves to a program of action on local, state, national, and international fronts. Each association adopting the program will work out in its own area in its own way the elements which compose its own line of action. The important thing is to take a comprehensive longtime view. Among goals which have been suggested are these:

1. Active democratic local education associations in every community, affiliated with the state and national associations.
2. A strong and effective state education association in every state.
3. A larger and more aggressive national education association.
4. Unified dues—local, state, and national—collected by the local.
5. A membership enrolment of at least 90 percent in local, state, and national professional organizations.
6. Unified committees—the chairmen of local and state committees serving as advisory members of corresponding national committees.
7. A professionally prepared and competent teacher in every classroom.
8. A professionally prepared and competent principal at the head of every school.
9. A professionally prepared and competent administrator at the head of each school system.

10. A strong adequately staffed state department of education in each state.

11. A professional salary for all members of the profession, adjusted to the increased cost of living.

12. Professional security for teachers and administrators guaranteed by effective tenure legislation.

13. Retirement income for old age and disability.

14. Cumulative sabbatical and sick leave.

15. Reasonable class size and equitable distribution of the teaching load.

16. Informed lay support of public education at local, state, and national levels.

17. Units of school administration large enough to provide for efficient operation, with special attention to the needs of rural areas.

18. Adequate educational opportunity for every child irrespective of race, creed, color, or residence.

19. The equalization and expansion of educational opportunity including needed state and national financing.

20. A safe, healthful, and wholesome community environment for every child.

21. An effective United Nations Educational, Scientific and Cultural Organization.

Steps in the Adoption of the Victory Program

Ours is a big country. Our profession numbers nearly a million members. Our association is composed of some fifty affiliated state and territorial associations and some fifteen hundred local associations. In the development of the proposed Victory Program all these have a part. What are the steps in the adoption and achievement of this program?

The first step is the consideration and adoption of the program in principle by this representative assembly tomorrow afternoon. There will be some such motion as this:

I move the adoption of the Victory Action Program 1946-51, the program to take effect in each affiliated state education association when adopted by that association.

The second step. The Victory Program will then go to the states to take effect in each affiliated state education association when approved by that association according to whatever plan the state association may arrange. Since New York City teachers, by mutual agreement, are not a part of the New York State Teachers Association, the Victory Action Program *there* will be worked out directly between the NEA and affiliated groups.

Most states will probably wish to adopt the Victory Action Program in principle during the fall or winter. The members of this Representative Assembly from each of the several states may well consider it their special responsibility to see that the Victory Program is given full consideration in their states.

The third step. Each state education association in turn will work out for its own state and with its affiliated local groups the methods of unification and the lines of action to be pursued. These will be studied and revised from year to year in keeping with the situation as it develops, holding ever in mind the need for vigorous sustained action toward well-chosen goals. We shall give in the *NEA Journal*, in the *Leaders Letter*, and in the *NEA Handbook* a continuing account of these programs state by state as they develop over the five-year period.

Obstacles to Be Faced

The Victory Action Program will not be easy to achieve. It will require our profession to face up to its problems with persistent courage. Just as a general in a war studies the problems of a military campaign we need to face frankly the obstacles we shall meet as we go forward in our Victory Action Program. What are those obstacles? They will vary from state to state, but somewhere we shall meet these obstacles.

Our first obstacle is low standards of selection, preparation, and certification of teachers, including the substandard teachers who have come into the schools during the war emergency. Teachers who lack preparation and vision do not readily lend themselves to the work of professional organization. Experience during the past twenty-five years has shown that the more thoroughly teachers are prepared for their work the more responsive they are to the tasks of our professional associations. The teacher shortage in some states will be serious for several years. In others where conditions are more favorable it will *end within a year or two*. But everywhere we shall see a growing demand for higher standards with a strong tendency for schools to demand at least a year of graduate preparation. The coming of higher standards will each year make it easier to achieve the Victory Program.

Our second obstacle is closely related to the first. It is the low salaries paid to teachers. This can be, and is being, corrected by the work which our associations are doing. The foundation has already been laid in public appreciation and understanding of the schools. We shall see during the next few years increased state and federal aid for schools. I predict the greatest increase in salaries the schools have ever seen—particularly marked in areas where they are now lowest.

Personally, I favor a minimum of \$2400 a year for beginning college graduate teachers plus annual increments of \$100 a year for 26 years of continuing growth in service as the *minimum* salary for an American teacher qualified to train our young people for citizenship. This may seem high to some, but remember that America is going forward and that sound education is at the very heart of its progress.

I believe that if our united profession were to set high goals and to go down the line for state and federal aid to make such salaries available we would be able within a reasonable time to reach our goals. If we are to go forward as a nation we must put more money into the hands of people who are working for the best things. A steady increase in salaries may be expected each year to make our Victory Program easier,

Our third obstacle and in some ways our most difficult one is the absence of well-developed local associations in many parts of the country. The only way to meet this obstacle is to intensify our efforts in this area as we are now doing until every teacher is actively at work on the problems of the profession. With better preparation and better salaries the task of building local organizations will be easier. We have been carrying in the *NEA Journal* during the past two years accounts of the activities of our various affiliated local associations. We shall continue doing this. The *best* local organizations are accomplishing a truly inspiring work on behalf of teacher welfare and the improvement of education and community life. Many of our state associations are doing much to establish and strengthen local groups. As these groups grow stronger and as they work out action programs for their local communities we shall see a new vitality coming into our whole profession. We are now using but a small fraction of the potential leadership among the teachers of this country.

Our fourth obstacle is the failure of many of the colleges which prepare teachers to give sufficient emphasis to the ethical obligation to participate in professional organization and in their failure to connect the student during his college days, as do schools of medicine and law, with the organizations associated with his lifelong career. When Horace Mann founded the normal schools more than a century ago he installed the model school as the very center of those schools. He did not expect students to learn to be good teachers from books alone. He gave them *practice* in actual teaching situations. We are only beginning to learn that if we want our young teachers to be effective in their professional and civil relationships we must also give them practice in those relationships. We now have in Future Teachers of America a movement which is sending forth young people prepared thru practice to take their part in our local, state, and national education associations. FTA now has chapters in over 150 colleges and universities. These chapters are growing in size and in the range and worth of their activities. They have enrolled more than 20,000 members. They have a program of projects which properly developed can give to every student practice in working for the profession and the community. It is encouraging to see one state after another taking hold of FTA as an instrument for lifting the level of professional leadership. The development of FTA will become a big factor in the success of the Victory Program. Let us take the young people in our colleges into full partnership. Let them have part in our meetings and take their places in the discussion and development of our policies. They are the future of our profession.

Our fifth obstacle lies in the difficulty of finding enough trained and inspired leaders to do the hard work essential to success. Again and again we have seen defeat turned into victory by right leadership. Again and again we have seen progress stopped by the lack of leadership. Nothing takes the place of historical background, deep convictions, sustained purpose, and know how. These things can be inculcated by teaching. Leadership does not just happen. It is developed by deliberate efforts to discover and train leaders. Beginnings have been made in various regional confer-

ences and workshops which have sprung up here and there thruout our country. Such efforts should be multiplied until every state has a program for the training of professional leadership. I have spoken of the work of Future Teachers of America as a form of leadership training. Your association, in cooperation with The American University, Washington, D. C., has another enterprise for the training of leaders. It is the NEA Institute of Organization Leadership which will be held at the University this August 5 thru August 30. It is a four-week course with graduate or undergraduate credit according to the needs of the student and the character of the work done. It will include a study of the history of professional organization; experience in planning under the guidance of members of the NEA staff and others; and courses in parliamentary law and public speaking. We are hoping that this course as it is perfected in the light of experience may set the pattern for others. There are already applicants from more than twenty states, including officers of some of our leading organizations.

When we needed leaders for the greatest army of all time we set about training leaders for the specific war tasks to be accomplished. Can we afford to do less on behalf of the cause of intelligence, goodwill, justice, and peace?

Were half the power that fills the world with terror,
Were half the wealth bestowed on camps and courts,
Given to redeem the human mind from error,
There were no need of arsenals and forts.

If these lines were true in 1843 when Henry W. Longfellow wrote them in his poem, "The Arsenal at Springfield," how much more true are they today when appropriations for armament run into billions and billions of dollars.

A sixth obstacle consists of the animosities and jealousies that sometimes arise because of the weaknesses and differences of men. We all have our points of weakness. I have them and you have them. Every local association has them. Every state association has them. The NEA has them and I suspect that after twenty-six years in your service I know the weaknesses of the NEA as well as anyone. And yet with all that knowledge I have a deep conviction that *no organization anywhere in the world has more to contribute to the future of our country and the future of humanity than our own National Education Association—using NEA as meaning our united education associations*. Differences we shall have. Personal likes and dislikes are inevitable. But if ever there was a time when men should rise above the petty and the personal, that time is now. If ever there was a profession whose members should lay aside every mean and selfish interest and rise to greatness, that profession is teaching. We shall never get anywhere in home or church or school or society by magnifying our dislikes and differences. By emphasizing our points of agreement and strength, by giving attention to the many things we have in common, by going forward to goals that are great and inspiring we shall rise above our lesser selves to the true greatness of man. By giving attention to the matter we can turn this obstacle into a point of strength. No one who has tried dealing generously with people ever wants to turn back to bickering and petty jealousy.

I have given attention to obstacles because I believe in facing them fully and frankly. Real leaders are not afraid of difficulty. Men grow by overcoming. Mankind is ever at its best in the face of hardship. Strength comes from using strength. The real sources of joy are not in the easy tasks but in the hard ones. As we grow older and look back upon our lives it is the achievements which have been most difficult that in retrospect give us the deepest satisfaction. With what zest people climb mountains and explore the poles and penetrate the wilderness. This joy in the face of the difficult is one of the strongest characteristics of our American race. It is the sign of life and vitality and growth. I believe we shall see an abundance of it as the Victory Action Program goes forward. I think of the poem of Edgar A. Guest, entitled "It Couldn't Be Done," which might well become the theme song of the Victory Program:

Somebody said that it couldn't be done
But he with a chuckle replied
That "maybe it couldn't," but he would be one
Who wouldn't say so till he'd tried.
So he buckled right in with the trace of a grin
On his face. If he worried he hid it.
He started to sing as he tackled the thing
That couldn't be done, and he did it.

Somebody scoffed: "Oh, you'll never do that;
At least no one ever has done it";
But he took off his coat and he took off his hat,
And the first thing we knew he'd begun it.
With a lift of his chin and a bit of a grin,
Without any doubting or quiddit,
He started to sing as he tackled the thing
That couldn't be done, and he did it.

There are thousands to tell you it cannot be done,
There are thousands to prophesy failure;
There are thousands to point out to you one by one
The dangers that wait to assail you.
But just buckle in with a bit of a grin,
Just take off your coat and go to it;
Just start to sing as you tackle the thing
That "cannot be done," and you'll do it.

Just as we have considered obstacles to the Victory Program let us mention some of the points of strength. We have affiliated state associations in forty-eight states and in Alaska, Hawaii, and the District of Columbia. A number of these have already proved by their leadership that professional unification is possible and that the people respond to well-planned action programs on behalf of better schools. The state association is the keystone in the arch of the Victory Action Program. The program will succeed in

every state where the state association gets solidly back of it. Take for example our goal of unified membership. I emphasize unified membership because we must first make ourselves strong. To reach our goal we have merely to accomplish in all the states what the more advanced states have already achieved. In order to get an estimate of the situation I have studied the NEA membership gains made by each of the states during the past five years. New Mexico has gained 173 percent; Washington 193 percent; Alabama 228 percent; Mississippi 240 percent; North Dakota 266 percent; Tennessee 270 percent; Georgia 359 percent; North Carolina 384 percent; Montana 539 percent; Arkansas 611 percent—to mention only the ten which have made the highest percents of gain. Included in this list are a number of states where salaries are lowest. Is there a state in this union willing to admit that it cannot do what these states have done?

Each of our state associations with one or two exceptions has a monthly journal. These journals reach most of the teachers of the nation and are steadily growing in strength and reader appeal. They can be made powerful instruments for unification.

Our *NEA Journal* is being enlarged, replanned, and greatly enriched so that it will have increasing appeal and holding power. As one local leader put it, "With our new *NEA Journal* our 100 percent worries are over."

We have more than 1500 affiliated local associations and the number is steadily growing. In state after state the NEA and state associations are joining hands in the development of local leadership. These efforts will bear fruit. We have 340,000 NEA members; 760,000 state association members—the finest body of men and women of its size in the world.

Perhaps our greatest point of strength—tho it is intangible—is the change that is coming over the people of the world. The great event of our time is not the war or the atom bomb, epoch making tho these are, but something deeper and more far-reaching of which they are but a part. The really big event of our time is the upsurge of aspiration and purpose which is taking place among the masses of the people. It is a new kind of growth in the hearts and minds of men. It is working its way among the two billion inhabitants of this earth with a power that no man can estimate. Never before have so many people wanted so desperately to build a better world.

We live in troubled times. One can paint a dark picture if his mind runs to darkness, but if he knows history and has faith in men and in God he can also paint a bright picture.

I believe we have a fighting chance of building the better world of our dreams. I believe that the time to begin is now; that the place to begin is here; that the people to begin with are ourselves; that the goal around which we may rally in goodwill and wholehearted cooperation is the Victory Action Program of our united education associations. There is enough potential leadership in our profession to make more progress in education during the next five years than we have made during the past twenty-five years. It is the purpose of the Victory Action Program to mobilize that leadership.

THE ELEMENTARY SCHOOLS OF BRITAIN

MRS. BEULAH KEETON WALKER, PRESIDENT, DEPARTMENT OF CLASSROOM
TEACHERS, NEA, DALLAS, TEXAS

Presented at Fourth Business Session, Representative Assembly. See page 204.

THE BRITISH ISLES have a long and interesting history. Their landscapes, cathedrals, palaces, and literary and historical backgrounds are the prized possessions of the British people. The entire island is covered with hedges, trees, and a carpet of grass and flowers kept fresh and beautiful by the frequent rains. The roads are well constructed and the distances are short, thus making Britain a paradise for bicycles and small motor cars. Modern conveniences are not too plentiful, but it is largely because "they never have put them into use."

Home life in the United Kingdom centers about the cheerful open coal fire in their livingroom or diningroom. Here the family gathers to talk, read, listen to the radio, sew, and study. The one or two story houses are built of brick or stone, sometimes covered with cement or decorated with timbers set in plaster. In cities and villages the houses are usually attached in long rows or in groups of two-family units. The roofs are slate, small flat tiles, or straw thatch in a few instances. Because nearly every room has a fireplace, the chimneys are wide and topped by many chimney pots.

The majority of boys and girls of Britain dress like American children. Before the war many wore uniforms in school. Now because of shortages, uniforms are no longer required but may be worn. For boys, the uniform consists of a small cap with bill; blazer of plain color or wide stripes of bright red, blue, green, or purple; shirt with tie; short trousers; knee-length socks; and oxfords. The girls' uniform is a dark blue jumper dress with white blouse, knee-length socks, oxfords, dark cardigan sweater, and small cloth hat or tam. Jewelry and make-up are not worn at school.

Pupils arrive at school just before nine o'clock, enter the building very quietly when a hand bell is rung, and leave their wraps in large airy cloak-rooms. Boys and girls may go to separate buildings or to separate sides of the room. Desks are built for two or more pupils. The schools of the United Kingdom are divided into nursery schools for ages two to five, primary schools for ages five to eleven, and secondary modern, grammar, or technical schools for ages twelve to fourteen. Nursery schools are available in many communities, primarily to care for the children of working mothers. In the primary school lessons are much like those in our country. At age eleven the children take qualifying examinations to determine which of the three types of secondary schools they will attend. The 25 percent making the highest grades are permitted to go to the grammar schools for academic courses. About 10 percent of these students continue their work in high schools and universities and prepare to enter the professions or government services. The technical schools specialize in commercial courses, mechanics, and training requiring specific skills. The modern schools, where the

majority of the children are sent, emphasize homemaking, crafts, elementary woodwork, and arithmetic, reading, and English.

At present most children quit school at age fourteen, but this is to be raised to age fifteen in 1947, or as soon as more teachers and equipment are available.

The principal of a school is known as the headmaster or headmistress, and teachers are masters or mistresses. There are many man teachers even in the primary school. Supervisors, appointed by the King, are called His Majesty's Inspectors. Most of them have been headmasters or mistresses previous to appointment.

Churches, often very old and sometimes very beautiful, are the center of every community. Church services are held Sunday morning and evening. Sunday School at three in the afternoon is much the same as in America. Young people enjoy clubs. Boys join wolf packs and Boy Scouts (of which England is the home country) and girls become Brownies and Girl Guides (similar to Girl Scouts). Older boys and girls join Youth Clubs where they play games together in the evening and learn social and folk dancing. They like hiking, boating, fishing, cycling, and camping. Most English children attend the movies frequently. They know most of the American movie stars as well as their own and they enjoy American films.

Boys and girls all over the United Kingdom think that America is dotted with skyscrapers and peopled by cowboys, Indians, and gangsters who chew gum, drive large motor cars, spend money extravagantly, and travel with excess amount of luggage. They have developed these ideas from American films and comic books. They admired the thousands of American soldiers whom they met everywhere during the war and often entertained in their homes. Many would like to visit the United States and a large number are interested in finding American pen friends.

The teachers of Great Britain are professionally minded and are members of their professional organizations, the National Union of Teachers in England, and the Scottish Educational Institute in Scotland. These organizations are comparable to the National Education Association of the United States of America.

Thru these organizations the teachers have worked for better legislation for schools and in 1944 succeeded in passing an Act in Parliament that is designed to raise standards as soon as personnel and equipment are available.

Several times we were entertained by officers and members of these two great professional groups and it was difficult to realize that we were not in some community in the United States because our problems are so similar. Individually, teachers have given heroic service and many have been moved to distant parts of the country with their students during air raids.

After six years of war the United Kingdom has learned to do without many of the comforts we take for granted. When food was scarce, children were provided with a hot well-balanced school meal at noon and a third of a pint of milk daily. A physical fitness program was integrated with their normal schoolwork. Hence children seem to be in good physical condition and have a calm and sane outlook on life. Teachers have worked under try-

ing conditions of large classes, inadequate supplies, and extra burdens of wartime such as wardens' night duty. Former teachers were conscripted for teaching and emergency training centers were established to give short concentrated courses for those who planned to enter the schools.

The British have done well to try to give children as normal an existence as possible under very difficult and trying conditions.

THE UNITED NATIONS—THE HOPE OF THE WORLD

MRS. RUTH BRYAN ROHDE, AUTHOR, LECTURER, FORMER MINISTER TO
DENMARK

Presented at Second General Assembly, Representative Assembly. See page 209.

MAY I FIRST OF ALL acknowledge very gratefully the gracious introduction that I have been given by your president. I would like to say that I am grateful for a welcome that is as warm as the sunshine on this perfect summer day, and then I recall that my father warned me never to mention the weather in a speech. He spoke frequently and he said sometimes he had mentioned the weather with very unhappy results. He told me of a time he went to Canada to speak and Lord Graves was a guest in the same Canadian city, and my father said, "I notice that even your skies are gray today, as an appropriate gesture toward your distinguished guest," but the next day the paper reported that he had said, "I notice that even your skies are dull today."

I am so glad this evening to be able to speak with you for a little while about what I think is the most important subject in the world. We human beings have had put into our hands recently powers for destruction that are so vast they baffle our imaginations and we have been trying to construct a mechanism for the preservation of peace and security which in its potentialities challenges the imagination.

I think never before have we human beings had so squarely put before us alternatives. We must make choices and perhaps it was an indication of the gravity of our times that General MacArthur, broadcasting from the deck of the battleship in Japanese waters when he took the surrender of the enemy, should have used phrases that sounded more like the utterances of a prophet or a clergyman than of a military leader in a moment of victory.

You remember when General MacArthur said, "It is a theological question, there must be a recrudescence of the human spirit, there must be an improvement in human behavior to keep pace with the matchless advancement of science."

He said, "It must be of the spirit if we are to save the flesh."

Now, if we are going to look, as I suppose we shall, upon that alternative path that is designed to lead us toward peace and security, I would like to recall to all of you that each one of us was represented in several ways at the San Francisco conference when that path was chartered.

Before the Conference convened, a great many organizations asked permission to attend the Conference officially and, of course, the State

Department wanted our public as close as possible to the building of the charter. They realized that this must be an open charter, openly charted, but in our well-organized country if every organization was to be represented at any conference, there would be no room left for the United Nations and so the State Department selected the number of forty, arbitrarily, and invited forty national organizations to send consultants.

You were represented, first of all, by your own president and by the splendid group from your organization. You were represented by your church, for the State Department invited two groups from each of the great divisions of faith, two representative groups from the Catholic, two from the Protestant, two from the Jewish faith.

You were represented, if you were a farmer, by two of the farm organizations. If your interest was in business, by the Chamber of Commerce, by several of the service organizations, the National Association of Manufacturers. If you were a veteran, you were represented by three of your veteran organizations; and three of the great women's groups were there officially, so that each one of you had a personal responsibility thru your own representatives for the building of the charter.

When the State Department had invited the forty groups, the others came anyhow to the number of two hundred; the uninvited groups came and these groups met daily with the members of the American delegation and the daily conferences of consultants focussed the public opinion of the United States on the problems of the Conference.

We wondered, at first, how all of those groups would get on together, for they seemed to be so divided in their interests, but when they got to San Francisco, they found they wanted fundamentally the same things in the charter. They wanted education mentioned specifically as an objective.

There was one subcommittee of the consultants that was called the "ABLE" Group—it was agriculture, business, labor and education, and they worked for the inclusion of education. They brought their point of view before the consultants, they brought their point of view to the American delegation, they carried it before the United Nations, and your own representatives wrote not only words but whole phrases into the charter.

So closely did they work together that at the end of the San Francisco Conference I think some of the consultants felt almost like graduates at commencement time—glad that school was over, but sorry to leave one another.

They worked so well together that one day at one of the Conferences, one man arose and said, "I am speaking now for the CIO and the AFofL." We never had believed that in this life we would hear one man speak for those two groups.

While the consultants representing each individual American were working together with our delegation in closer and closer harmony, the representatives of fifty nations were feeling their way thru that murky medium of different languages to a common understanding—and it is a difficult thing to work to an exact understanding of a phrase.

For example, the English-speaking nations liked that phrase, "nations of sovereign equality" . . . sounds a little like our historic documents . . . but the Latin groups said, "What do you mean by it?"

"Well," the English-speaking groups said, "we mean just nations of sovereign equality."

"Well," they said, "do you mean juridical equality?" That had no ring to us at all.

"No," we said, "it is a sort of sovereign equality; we have a feeling of sovereign equality."

Then the Arabs said, "Well, we have no word for it anyhow," and the Chinese were making up words as they went along, they had no word even for "chairman" in Chinese. The word for chairman in Chinese was "the master of the mat" and the word for temporary chairman was "the up to the time master of the mat," so you can imagine what they did with "sovereign equality."

But they were trying with such earnestness and such intent endeavor to reach a common understanding. Thru all the speeches made at the beginning of the Conference by the delegates from all nations and all races, there was that leit motif: we must not fail this time, we must not fail. The delegates from nations with such different ideologies and such different backgrounds had that same touching, moving desire to succeed and of course, they not only had the problem of understanding each other, they had the problem of agreeing, and I was so sorry that so often the reports coming out of the Conference sounded almost as if there was some sort of sporting event going on out there, they sounded so belligerent.

The headlines would say, "Molotov snatches" something away from Stettinius, or someone "pushes" someone else around or even "pushes them over" . . . it was all so acrobatic in the headlines. I think it is a valid thing that the unusual should be news—that is, when the dog bites the man, it is not news—it only becomes news when the man bites the dog. I think, however, that it is only a valid theory when you know the background of both the dog and the man and what they usually do with their time.

Unfortunately, they had never before had a United Nations Conference and it was not possible for people at a distance to see the area of agreement, if all of the stress of the press was laid on the area of disagreement.

I wish that they had been able to see the spirit that moved thru the discussions, even when the differences seemed to lead toward a crisis. I wish that the field of agreement had been stressed, the field of cooperative effort that cannot be perceived at a distance.

Even the task of setting down the whole proceedings and history represented such a tremendous volume of cooperative effort and skill. Every session, every committee meeting, was reported on the mysterious stenotype machines; at the end of the day, the stenotype reporters carried their long ribbons of transcription to the stenographers' room and when the stenographers had taken it all down on their machines, they had to carry their manuscripts to the translators. We had one room full of Russian translators, one of French and one of Spanish, one of Chinese.

Those translators were among the most interesting phenomena of the entire conference. There was one French translator who could listen to speeches twenty, thirty minutes long without taking notes and then deliver the speech in perfect French translation and often he got more applause for his translation than the original speaker got for his speech.

Afterward I said to him, "Your speech often receives more applause than the original." He said, "But I should do a better job. You see, when a man makes a speech, sometimes he has to find the words, but when he has found the word, I have it."

Then the translations, when they were completed, had to go to the mimeographing room and we were mimeographing more than one million sheets a night and assembling those manuscripts and then sorting them into hundreds of pigeon-holes for distribution to the delegates the next day. . . . All of the effort of peoples of all nations working together.

I wish the public at a distance had been able to see the great feeling and emotion when the Charter was voted into being, when Lord Halifax said to the assembly, "Instead of voting in the usual way, by raising the hand, I am going to ask one representative from each nation voting for the Charter, to rise." Men and women rose all over the hall and altho we expected the Charter to be accepted, there was that breathless moment while we waited for the count and then Lord Halifax said, "The vote is unanimous," and then we all arose and applauded . . . and wept . . . I know my eyes filled with tears and I looked around me and I found that every one around me also had tears in his or her eyes . . . and Lord Halifax said, "There are moments when a piece of paper is more than a document."

It may be the Magna Carta, it may be the Constitution of the United States, it may be the Charter of the United Nations, but there are moments when a piece of paper is a page of history and we felt that a page of history was turning then.

I thought, it is going to be easier for my country to understand this new organization which the Charter will create; it will be easier for the democracies to understand it, because the pattern which will be created is in a sense familiar to us.

We hear a great deal about the American way of life. We have discussed it so often during the recent years, but I think usually when we use the phrase we are not thinking in great panoramas of the Constitution and the Bill of Rights. Usually when we use the phrase, we are thinking of the home town that we know; the quiet streets that frame our homes; of children going safely to and from school; the door of our place of worship standing open. It is the secure community that we know, and this community which is the American way of life to each one of us exists because of a pattern of institution so familiar we have come to take it for granted.

We give executive power to a mayor, we give legislative authority to a town council, and judicial authority to a court and we disarm ourselves and arm the court. We give up as much of our sovereignty individually as is necessary to make a secure community, and even if we are given a ticket for traffic violation, we go on taxing ourselves to pay the policeman, we

go one paying him to arrest us, because we know we are safer when the laws are respected and enforced.

The community rests on that familiar pattern of institutions. We know how on the federal level we have given executive power to our President and his departments, we have given legislative power to the Congress, and judicial authority to our Supreme Court, and behind this pattern of institutions we have put force enough to make it strong and permanent.

Now on the level of the United Nations we have set up institutions. Every nation, a member of the group, has sent its five delegates to the assembly and the assembly is charged with the responsibility of discussing world affairs and recommending—not legislating for us, yet, but recommending.

We have set up the New World Court and altho the decisions of the Court are not binding yet on the nations, nation after nation is taking steps to accept the decisions of the Court as binding. The new social and economic council will be the center for all of those commissions that deal with the problems, social and economic, affecting all of the nations.

The Trusteeship Council with its one member from each country holding dependent areas in trust and one member in equal number from countries without such territory will safeguard the welfare of the dependent peoples. The Security Council in permanent session will watch conditions over the whole world and if any country is held to constitute a threat to the peace of the world, the Council is charged first to recommend peaceable behavior. If that country refuses to accept advice, the Security Council may cut it off from communication with the rest of the world, by exerting economic pressures. If it still threatens the peace of the world, the Council may call for armed contingents from the nations and force that country to keep the peace.

It is not an identical pattern, but it is similar to the patterns that we know. We recognize in that the first long step toward an organized world, but I think that our perfectionists have unwittingly done us a disservice by laying so much stress on the shortcomings of this new organization; and actually if you have a reasonably good car and you are a careful driver, you can get to your destination, but if you have the best car in the world and you are a careless driver, you can pile it up at the first curve.

The new organization can reach its objective if the driving is careful and that is where our part comes in. It seems to me so important that the peoples of the world should recognize their responsibility toward the new organization but I wish that all of our school children could be taught the preamble to the Charter just as they are taught the oath of allegiance to the flag. Not only our school children, but the school children in all the United Nations.

I want them to see the objectives and if some parts of the English are not so flowing, the reason for that, I think, is a stirring thing. I remember one day when in the Conference at San Francisco they debated for over an hour about whether they had to put "in good faith" into one sentence, for instance. It was not necessary, in English. The sentence read, "We agree to

carry out these provisions," but some other nation said, "We have to put in, 'We agree to carry them out in good faith.'"

"Well," the American delegation said, "if you carry out the provisions that is a proof you have good faith."

"Not in our language, it is not," said the other nation. "We could just carry out the letter of the law, but we have not the spirit. It is not the same thing."

So after a long argument, we finally said, "All right, we will put in 'in good faith' if you have to have it."

Then the Arabs said they had to have "whatsoever."

We said, "You could not use whatsoever in the sentence." It said, "There shall be no exceptions," and the Arabs said, "It must say 'there shall be no exceptions whatsoever.'"

The Americans explained, "When we say 'there shall be no exceptions,' why, we mean no exceptions whatsoever."

They said, "Why don't you say it, then, if that is what you mean?" They said, "In our language, if you don't put in the 'whatsoever' you leave a loophole and we want this watertight."

So finally our delegation said, "All right, put in 'whatsoever' if you have to have it."

So if in the language of the Charter there are redundant words or uneven constructions, one must remember that the Charter was written by fifty nations to be translated into all of their languages.

I want our study groups to study not only the form, but the actual working of the new organization. I don't suggest that the Charter itself should be the schedule for the study, because I think it is very difficult to whip up much enthusiasm over a constitution. I have never belonged to any organization where we could get the members to come out if we were going to change the bylaws. I think people have a resistance to bylaws, but if one gets a study of the Charter that gives not only the skeleton but the meat, it is possible then for the student to see the exact method of procedure and I think it is necessary that our public should understand in detail the working of the new organization, because they may be called on to defend it.

Sometimes in Congress they have an economy wave come over them. It usually comes just after a spending wave; it is a sort of compensation mechanism, but when they begin to save money in Congress, you never can tell where they are going to do it. I remember when I was in Congress, they decided to save money once by not sending any group to the Inter-Parliamentary Union from the United States. That was the only place where the parliaments and the congresses of the world could meet; every two years they met to discuss the problems common to the nations of the world and Congress decided to save money by not sending any Americans.

I did a little research to find out how much they would save and I found the amount to be saved was a little less than the amount required to keep one battleship floating one day in peacetime when it was doing nothing but float and I pointed this out to my colleagues and it was decided that we could send a delegation to the Parliamentary Union.

But when I was in the diplomatic service, they decided to save money by cutting all the diplomats' salaries in half. I could not approve that. I tried not to be narrow-minded, but I could not.

Now, it may well happen that some future Congress will decide to economize by cutting down the appropriation to the United Nations; there may be a move to hamper the freedom of action of the American delegation or to take any one of the thousand steps which will cripple, weaken, the organization. If that should happen, we must have an informed, resolute public that says, "Hands off—too many hopes and prayers are involved in the success of this organization; give it a chance to succeed."

The only reason that the Constitution of the United States has served for a century and one-half as the framework of our republic is that people believed in it. It is the faith of the people, the determination of the people which has made the Constitution strong; and we must develop in this world of ours the sort of atmosphere in which the United Nations can succeed.

It cannot succeed in an atmosphere of cynicism; it cannot succeed in an atmosphere of defeatism; and it cannot succeed if every one goes about talking of the next war as if they expect another war. I wish that we would stop talking about a "next war." I am sorry we began to number the world wars, for when you say "the first World War" and "the second World War," it is so easy after that to say a third or a fourth.

I wish that we had said the first World War and the final World War and determine that it should be the last.

We can create the atmosphere in which the United Nations can succeed if we are willing to give up some of our foibles. You know, we are a young nation, but sometimes I think we are in danger of developing middle-aged eyesight internationally. You know that period when you can see things clearly when they are far enough away, but the telephone book has become difficult.

We can tell England what to do with India and we do; it is not necessary for us to do much study about it or research. Right off the top of our minds we can tell England what to do with India and we are much more certain about that than what we are to do with the Indians in the United States. You see, they are pretty close and we have to do something about it ourselves.

I think that we are going to have to be less sharply critical of the behavior of other nations in the matter of cooperation. We want nations to cooperate right now and if they don't, we are pretty harsh with them. I think it is well for us to remember that we have not always been heaven-born co-operators ourselves; we had to learn how to cooperate.

I think it is well for us to remember what we did in 1828, when the South American statesmen called the first Pan-American Conference at Panama and the objectives were exactly those that we support so warmly now . . . hemisphere solidarity . . . good neighbor policy . . . and yet our Congress delayed the Conference for two weeks while we debated whether or not we wanted to take part and when we finally sent two men

to Panama, one died on the way down; the other got down there in time to say the United States did not wish to take part.

That was not good cooperation. And do you remember what we did about the World Court at the end of the first War—that the three nations that refused to contribute a penny to a permanent Court of International Justice were the United States, Liberia, and Honduras? What a quaint group! I mean, what an extraordinary performance.

If we look back at some of our less graceful antics in the past, I believe that we can persuade ourselves to be more patient with nations younger than we are in cooperation. We can afford, I think, to be less suspicious and more sincerely neighborly in our attitude.

Of course, the alternative is a very grave one. There isn't time for us to trifle now about our international attitudes. We have heard the scientists report on the deadliness of the new arm of warfare that is being manufactured.

Not long ago I was in the state of Washington and visited the Hanford Area where the bomb in part was made and I was shown a bit of earth from the place in New Mexico where the experimental bomb was dropped. That bit of earth looked like gray-green jade or glass. When you turned it over, you could see the sand on the underside, but the upper side was fused into glass. The scientist said, "I wish I could show you one of the pieces that has the red stain in it." He said, "All that was left of the 100-foot iron tower from which the bomb was dropped was a red stain in the glass."

I said, "What would people have been in that place?"

He said, "Not even a stain in the glass."

We know that the loss of life and property in this War recently ended is trifling compared to the loss in a war with the use of atomic force, and all of the dreadful statistics are still so close in our memory it is not necessary to recall them . . . the millions of lives lost the world 'round.

I don't want to talk about the losses of war. I want to speak about the happy war scene I witnessed—I have seen one that was happy. A few months ago I had a chance to go out and welcome one of the troopships into New York Harbor. I wanted to see this particular ship come in because my husband, Major Rohde, was on board. I did not tell the authorities he was on board, because I have noticed the military authorities are peculiarly unsympathetic with matrimony, but I got permission to go out on the yacht in the harbor.

We left at daybreak in a thick fog; for almost an hour we sailed in the narrows and we finally saw the dark hull of the ship looming up in front of us, it came nearer and we saw that the whole top deck was covered with men in khaki; they were packed there, thousands of them, all gathered to get their first look at America again. We were the first vessel to come out from the shores, so that they cheered when they saw us and then when they saw we had about one dozen WAVES on the yacht, they cheered even more enthusiastically. We fell in on one side of the troopship and a little boatful of WACS came out, they had a WAC band playing, they fell in on the other side. We went along toward New York harbor with the ship.

The fog lifted and all along the waterfront, we could see the huge lettering on the sides of the buildings, one building in particular, which said, "WELCOME HOME," and another which said, "WELL DONE" and a sign on another building said, "WELCOME, VICTORS," and the boys could read all the signs along the waterfront.

Then we began to pass the shipping and every ship that passed the trooper blew its whistle in a salute and up came the crew and the passengers stood at the rail and cheered the boys as they passed.

Then we heard music from the shore—they had the big band on the wharf and the band of WACS had stopped playing, and the big band played and the boys began to sing the songs the band was playing. There was music on the shore and music on the ship.

The troopers came home . . . But we don't want that scene repeated, altho I think it was the happiest scene I have ever witnessed. We don't want millions of Americans crowding up to the rails of ships to get a first glimpse of home, many of them with memories that are going to be nightmares for a while.

What we really want, what each one of us wants is exactly what the Charter says we want and I am so glad that the Charter does not begin as did the preamble of the League of Nations, "We, the high contracting parties . . ." I am glad it begins, "We, the peoples of the United Nations, determined to save succeeding generations from the scourge of war that twice in our lifetime has brought untold sorrow to mankind and to reaffirm fundamental rights, the dignity and worth of the human person, the equal rights of men and women, and of nations large and small, and to promote social progress, and higher standards of life, in wider freedom. . . ."

That is what we want, and when the fifty nations assembled began to chart the path toward that goal, they didn't begin by describing an organization. They began by setting down attitudes of mind for the individual as well as the nation, for the preamble says, next, "And to these ends, to practice tolerance, to live in peace together with one another as good neighbors, to unite our strength, to preserve international peace and security."

The Chinese character for crisis is made of two parts; one is the character that means danger; the other, opportunity; and in this crisis of mankind there is danger, the gravest danger that the world has ever faced, but there is also opportunity. Opportunity not only for nations to justify their positions of leadership, but for each individual part of the nation to spread as widely as possible about him and her an aura of understanding, of tolerance, of determination that the world shall have peace and justice for each individual part will be built whole.

Edward Everett Hale said, "Meeting together is an achievement; keeping together is progress; working together is success."

Our task is to see to it that the nations do work together.

THE UNITED STATES AND RUSSIA—WORLD LEADERS

KARL E. MUNDT, CONGRESSMAN FROM SOUTH DAKOTA

Presented at Second General Assembly, Representative Assembly. See page 209.

DURING THE TUMULTUOUS and turbulent '20's I happened to be living in New York City, doing some graduate work at Teachers College at the time when the opening ceremonies were held for one of the grandiose motion picture palaces, which were being opened up all over America at that time. As I recall, this particular theater was known as Roxy's. The opening ceremony was really a Roman spectacle. I had the privilege of being in the audience that night but I recall a legend that grew out of that night which, it seems to me, might be applicable to us here tonight.

It happened that one of the invited guests to that opening ceremony was one Harry K. Thaw, who some of you men remember was featured in one of the early nationally famous murder cases in this country because he was alleged to have murdered Stanford White, one of the great architects of the city of New York, the architect who designed the Madison Square Gardens and many of the other great buildings there . . . a famous, able, and fastidious architect.

That night when Harry K. Thaw walked into Roxy's Theater, stood there in the foyer and saw the whole thing so horribly overdone with its tinsel, its mirrors, with its insult to the sensibilities, he turned to his companion and said, "Good Heavens! I shot the wrong architect."

I say that because I have sat here and listened to the reverberations coming back from our sound equipment of the evening. I would surmise that, altho I am not familiar with the criminal records of the city of Buffalo, if anybody shot an acoustical engineer before this building was constructed he shot the wrong man.

I would like to suggest, as a No. 1 postwar program for the city of Buffalo, that they do something to soundproof this splendid auditorium so that it can make a better meeting place for conventions.

I want to congratulate Mrs. Rohde on the splendid job she did of modulating her voice to fit in with this mechanical atrocity behind which I find myself,—I know I shall not be able to restrain myself as well. If one speaks loudly enough to be heard he speaks loudly enough for the echoes to push him off the platform, and if he does not speak loudly enough to be heard the able and alert Executive Secretary whispers in your ear, "You have to speak louder, they cannot hear you." Sort of reminds me of the man the Greeks used to have riding in a chariot, as they went into chariot racing, who constantly whispered to his master, "Men are mortal," and he is a great reminder of the aggravations of the situation.

I was thrilled, as I know you were, by the interesting and intimate discussion of the United Nations organization, its growing pains, its challenges, as it was given to us by a lady who had a large part in the creation of that famous document and that splendid organization. I could endorse everything that she said, and I do. I share with her every hope that she

has and I feel with her that that is the real hope of humanity in so far as the outlawry of war is concerned.

As she was speaking there came to my mind a parallel, which had not occurred to me before, between, strangely enough, the United Nations organization and the particular topic that I have been assigned to discuss this evening and Russia, together with the United States and their positions of world leadership, because in Russia they have a splendidly written Constitution. In many respects it is as painstakingly drawn as ours, in many respects it guarantees the freedom of life as well as ours. It is a document from which the student of Russian affairs could draw very little evidence with which to find fault as he studies the mechanics of Russian government from the pages of its Constitution. But we found in our studies in Russia last fall that you cannot know about Russia by reading the Constitution of Russia because within the framework of that Constitution the operative genius of government in Russia is the political party, the Communist Party, with its ramifying organizations headed at the top by Generalissimo Stalin, and as I say I was caught by the parallel between this United Nations Constitution, this United Nations organization, this framework of hopes and of words and of purposes, which like the Russian Constitution must depend for its implementation upon the activities and upon the operations of human beings taking those noble purposes and attempting to push them forward, and I believe with the sincerity of my heart that the success of the United Nations depends to a considerable degree upon what the Russians and Americans do as members of the United Nations organization.

It is mighty hard for me to conceive of a realization of the hopes which have so dramatically and effectively been presented to you by Mrs. Rohde tonight, hard for me to conceive that those hopes will be attained, for example if Russia were to withdraw from the United Nations, or if she were to fail to cooperate with the rest of the members of the United Nations. It is equally hard for me to conceive how the United Nations could be a success if the United States were to withdraw from the United Nations, or if it would refuse to have a part in the functioning and cooperative activities of the organization. I think perhaps the United Nations might continue for a long while and perhaps eventually attain success were any other nation unfortunately to withdraw. I hope none do, but whether we like it or not the push of circumstances and the force of events have created two current leaders in the world today, without either one of which it is going to be exceedingly difficult, if not impossible, to maintain enduring peace.

My task tonight is the rather unpleasant one of talking out loud about the things of which people whisper in quiet places all over the world today, the rather unenviable job of thinking aloud with you for a while about the things that we hear discussed behind cupped hands in official Washington and unofficial circles thruout America where they discuss the future of the world.

It was my fortune just about a year ago to be appointed as one man of a five-man committee to Russia and Russian-dominated territories last fall.

We were sent by Congress with a mandate to make extensive political and economic studies of that area, and to bring back reports to the Congress, to the White House, to the State Department and to the War Department. We were asked to go places where people following the footsteps of protocol and the diplomatic service probably would not go. We were asked to talk with people who do not ordinarily come in contact with the military and diplomatic representatives of the United States in that part of the world.

We spent sixty-four days, over half of which was spent in Russia and in Russian-dominated territory. Due to peculiar combinations of circumstances we were permitted to fly into Russia in our own plane and go where we chose and see what we wanted to see in Russia, the first private plane outside of Russian-owned ships to enter Russia since 1939. We worked our way into that fortunate circumstance because part of our job was to report back to Congress as to whether or not Russia was legitimately asking for money from the United States for UNRRA aid. The only way we could report back to Congress as to whether Russia needed money from the United Nations Relief and Rehabilitation Administration was to go and look for ourselves, and we told them we could not look for ourselves unless we came in our own plane because we did not have the time to go in with their means of travel.

After they tied us up for some time in France they permitted us to go thru. They permitted us, as I said, to go around without restrictions. Perhaps we were followed by NKVD, perhaps we were not, but at least as far as we requested the privilege of visiting farms and factories, and harbors and official places, we were accorded every courtesy that visitors in a foreign land could possibly expect. Of course they took us on what the American Press Colony there laughingly referred to as the "Vodka Banquet." To begin with, the first eight, ten days they wined us, dined us, showed us their brilliant buildings in the Kremlin, showed us the marvelous boat station in North Russia, showed us their electrified farms, their mechanized equipment, and showed us the things you would show visitors coming to our town. Then they said in a sort of naive childishness, which the average Russian seems to couple with a very mature kind of cynicism and determination, "What do you think about Russia?"

I had been appointed to serve as spokesman for the Committee, so I said, "I think Russia is a marvelous country. Your Metropole is better than any I have seen anywhere in the world, with marble and bronze statuary in every subway station, every one a little palace of its own, a marvelous subway; your buildings are beautiful, your streets are magnificent; Leningrad truly deserves its name of 'The Venice of the North,' and your mechanical equipment on the farms and the electrification astounds me, because living in South Dakota as I do, we find many of our farms smaller than yours, not so fully electrified."

"You know," I said, "I think sometimes we have this UNRRA thing all mixed up—maybe you should be giving UNRRA to South Dakota instead of us giving UNRRA to you."

"Oh," they said, "you have not seen all of Russia."

"No," we said, "that is correct. We have seen only that portion which you have shown us and we can report back to Congress only on the basis of what we have seen."

Then they went into a huddle and when they came out of the huddle, they said, "There are some more things we would like to show you in Russia," and for the next part of our trip they took us on what I believe was the only conducted tour that foreigners have ever taken in Russia down south of the track. They took us places in the slums, they took us to farms which were not electrified, into factories which were badly run down and badly mismanaged; they took us into the alleys, the attics, the pantries, the basements, so to speak—they took us several places in several cities in Russia where the guides never had been.

As a result, we recommended to Congress that UNRRA relief be supplied and UNRRA relief is being supplied as you know to Russia, but as a result, too, we had a rather unique opportunity to see the part of Russia which does not appear in the newspapers here at home, to see not only the officials of Russia, but the peasants and the workers, the people on the streets.

We celebrated V-J night on Red Square along with the rest of the Russians. We found them to be a very friendly, run-of-the-mill type of people, but we discovered some things, too, which are not so pleasant, but which I think an objective reporter should mention because as I say, if the United Nations is going to function, it seems to me we have to face up to the realities of life and try to figure out some type of program or pattern thru which and by which both Russia and the United States can work side by side in an organization such as the United Nations organization.

We cannot do that by failing to face the facts. We cannot do that by permitting ourselves to be propagandized by people who either fail to know the true facts, or who knowing them for one reason or another, fail to report them. I think it can be demonstrated today, unfortunately, that what Wendell Willkie at one time referred to as "One World" has today very definitely become two worlds instead of one, and that Russia is the leader of its world and the United States is the leader of its world, that the possibility at the moment of changing either the Russian system so that it conforms with ours, or changing our system so that it conforms with hers, is so remote that only the giddiest type of optimism would base its hope for world peace upon such a remote eventuality.

I think if we are to have an enduring peace, we must recognize that fact for what it is.

Barring the eventuality of revolution, which I give you as my opinion is as unlikely to take place in Russia as it is in the United States, both countries are going to adhere to their political and economic systems—the Russians to the communist system, we to the free enterprise system; the Russians to their particular dictatorship of the proletariat; we to our particular form of democracy; and both systems are going to endeavor to make the changes deemed necessary to fit the requirements of the moment in each respective country. I think we have to recognize that fact.

I believe that the further fact that in the United States the changes which take place are dictated by the people, whereas in Russia the changes that take place are dictated by the Kremlin, is something we must keep in mind because it serves to magnify rather than to simplify the difficulties with which we are confronted.

I think it points up to the fact that the path to peace is going to require first of all that we recognize these fundamental—I will not use the word “unalterable” because in human life nothing is unalterable—but we have to recognize these fundamental and fixed differences between the Russian system and ours. Once we have recognized them, we can begin the slow, difficult, but I believe possible, job of reconciling two countries to live in the same world whose underlying philosophies are as far removed from each other as those of Russia, 1946, and the United States, 1946.

I want to tell you frankly at the start that some students of international affairs and some students of Russia who recognize these fixed differences existing between the two countries are now appearing on the American lecture platform stating that enduring peace between Russia and the United States is impossible.

I share with Mrs. Rohde her abhorrence of that type of pessimistic prophecy, but we cannot shrug it off; we must analyze what it is that inspires men of ability to make predictions as dark as those, so that we, as educators and as thinking Americans, can do something about it.

Within the last few months I have had personal talks with William Bullitt, formerly our Ambassador to Russia; with Governor Earle, former Governor of Pennsylvania, sent by President Roosevelt to be his eyes and ears in the Balkans and report back on affairs in the Russian theater of the world during the World War; with Mr. Knickerbocker, that world-famous war correspondent; and with a Russian, Victor Kravchenko, whose book, “I Chose Freedom,” is having such rapid sale and wide attention in America.

I think I should tell you frankly that all four of them know more about Russia than I and that all four of them are much more pessimistic about the possibilities of peace than am I, so if there is virtue in the optimistic note which I hope to preach, let it come from the fact that I was there at least more recently than any of the others whose names I have mentioned, and let it come from the fact that it seems to me that those of us who deal constantly with human beings in political affairs somehow are buoyed up by a sustaining hope and a sustaining confidence that basically and fundamentally there is something good in the hearts of people all over the world, regardless of nationality and regardless of creed.

Why do I say that? I would not be so foolhardy in the face of expert testimony coming from the names that I have mentioned to say that I think our job is going to be easy. I think we are going to require a maximum amount of good luck as well as good judgment to succeed in the difficult job of harnessing these two great world leaders, Russia and the United States, to work together thru the United Nations for an enduring peace.

I simply refuse to accept the pessimistic prophecy that it cannot be done

and certainly I believe the possibility of the rich rewards of peace are so great that we should try as everlastingly hard as we can before we accept this prediction of defeat.

It has often been said that competition is the life of trade. I think perhaps competition could conceivably be the life of good government, also. I think it is conceivable that the competition in governmental technics and theories existing between that communist world and our free enterprise world, if conducted peaceably, might well help the capitalist world progress more rapidly while we in turn could have this communist world work toward the four freedoms more quickly.

I think a peaceful competition between government technics may prove stimulating for the world as a whole, provided it is kept on a peaceful basis.

If that theory of mine is wrong, I think the future of the world is dark indeed, very black, because I just see no single tendency in Russia from the top to the bottom of there being any inclination in that country to adopt the technics which we call democratic in America and I certainly don't see any tendencies in this country, and I hope I never see them, for us to throw off the mantle of freedom to adopt the technics of communism in this country.

So we are facing two worlds, one world politically and economically which for want of a better term we call the communistic world; the other world the democratic world. The differences are pretty firm and pretty fast and pretty fixed, and I doubt if any of us are going to live long enough to see the slow evolutionary process wipe them entirely out, so our job should be first, it seems to me, to understand the differences, to know what they are, and then to build up on that the remaining area of agreement as broadly as we can and as firmly as we can, so on that area of agreement we can join in common ideals, which people can well have even tho they disagree about political and economic theories.

The first thing we found true in Russia was this, that the Russian leader of today is a most extremely self-confident individual, entirely convinced that communism is successful, not only in Russia but that communism has within it the seeds of political theory which they feel should circumnavigate the world.

They cannot understand our system and its alleged advantages and they make you believe that they conscientiously feel that theirs is the political way of the future. They have no desire and no inclination to change from what they call communism to a system which they believe is failing as they believe capitalism to be failing, and they point proudly to the achievements of their creed, they point to the implementation of their five-year plans, they point to the gallant job they did in winning the War on their front.

In fact, one of the criticisms of Mr. Andre Rachinske in discussing these affairs with us one night in the Kremlin—I say “one night” advisedly because our conference began at 11:30 and lasted until 2 a. m.—they always had their conferences at night. We asked them why it was and we never got a satisfactory answer, but one waggish press correspondent told us in Harriman's dining room that it was because “Comrade Joe” wanted to be

sure they were not getting into trouble at night, so he put them to work at night and let them sleep in the daytime!

Rachinske said to us when we said, "What can we do, your Excellency, to make for better American and Russian relationships?"—he snapped right back, "You can have the American people informed about the great part that Russia played in winning this War."

"Why," we said, "we are sure that has been done; we are sure the average American shares a tremendous amount of his praise for American soldiers with the Russian soldiers, they are proud of the gallant and victorious battles that you fought."

He said, "Not enough—you have never told the American public that every single army that fought against the Nazis turned tail and ran until they attacked the Red Army; we were the first Army to turn them back."

He said, "You don't tell them that they had us within 500 feet of the Volga River at Stalingrad, with our backs to the river banks—and we turned them back. You don't tell them of the rigors we went thru, of the siege of Moscow when we turned back the Nazis' overwhelming forces in the dead of winter, and you don't sing the praises of Leningrad which stood up under attack for 1000 days and nights and refused to surrender, and Moscow," he said, "the only European capital attacked by the Nazis which did not capitulate"—and then as braggarts usually do, he came the inevitable cropper—he said, "You don't tell them of the fact that it was the Red Army of Russia that first marched into Berlin."

"Well," we said, "Mr. Rachinske, we will see to it that the American people are better advised concerning your sacrifices."

"We were there, don't you see, as ambassadors of good will, to try to win their confidence, not to engage in debating societies with them. What he told us was historically correct, but had we been there as American tourists, we would have yielded to the urge to tell them that while the Red Army was the first Army into Berlin, it was first only because the American Army was under orders not to go in until after the Russians had entered!

I give you that as just one indication of the extreme cockiness of the Russian leaders, because in dealing with the United Nations or in conference with confident, conceited men who believe in themselves, their country, and their creed, we must deal differently than we would with people who are looking at our creed enviously wishing they could have it for themselves.

We must remember when we talk to them about the virtues and values of the four freedoms, to them it may well be anathema, instead of something having an attraction, as it does to the Anglo-Saxon people.

Another quality about the Russians was the extreme realism of these men at the top. We asked Mr. Rachinske, incidentally, how many Russians were communists. He said, "Five million are communists now," and he said it apologetically—we thought he was apologizing—the way Mrs. Rohde would apologize if I asked her how many Democrats were left in Nebraska, because they have not many left any more—he said "five million," as if he ought to apologize and so I said, "Only five million?"

He said, "Oh, yes, five million, but we had only 3,500,000 before the War. We know we have too many in the Party now, but we had to let the defenders of Stalingrad come in, we had to bring in the Peoples' Armies of Moscow, we had to bring in the defenders who fought so valiantly for Russia, so now we have five million instead of three million!"

That means 185,000,000 people of Russia have nothing more to say about the destiny of that country than the people in this hall of echoes here tonight. They ramify it to the top pretty quickly into effective political organization, up thru commissars, local leaders, up to the Politbureau, fourteen men at the top who actually govern Russia. Stalin is one of the fourteen. That Politbureau with its assistant coterie of commissars nominates candidates for every public office in Russia, and while the Constitution says there shall be freedom of the franchise in Russia and while the Russians fastidiously maintain that freedom of franchise, the people outside of the Politbureau who go to the polls to vote have only one candidate for each office and they can either vote or not vote, there is no other choice; so they maintain, Mrs. Rohde, the letter of the law, but the young man who said "in good faith" and talked about the spirit of the law, might have been a fellow who had been reading underneath the pages of the constitution in Russia.

They are realists; they govern with an iron hand. It is impossible for you to conceive it, but there is no freedom of the press whatsoever in Russia, no freedom of radio, no freedom of speech, of travel, no opportunity for a teachers organization such as this, no organization for the returning veterans to enjoy, no organization whatsoever outside the Communist Party with its five million members.

Those realistic men maintain control of the people. I am not saying that to criticize the system, but it is well that we understand it in meeting with them at the conference table, in attempting to work out the different details.

The third aspect about the Russians is that it is a completely totalitarian government today. The people have no opportunity to voice displeasure or distrust with the government, even tho they might feel displeasure or distrust.

They have a uniformed and un-uniformed state police known as the NKVD. This state police system maintains itself thruout the length and breadth of the land for the purpose of arresting anybody who dares to say anything, which is overheard by an eavesdropper and reported to the police, that is critical of the men running the government in Russia. In other words, the system of Russia is dedicated to the theory that there shall be no opposition to the government, that there shall be no freedom to oppose; our system is dedicated to the theory that men shall have every right of opposition which they desire—so we must recognize those fundamental differences.

One evening in Moscow, a man who was there from Akron, Ohio, and I, having an evening free and being interested in pursuing purely scientific and cultural events, took two young ladies out for the evening. There are only two night clubs open in Moscow, which may be something to the credit

of the Russians. I was impressed by this fact, too, when we were in Russia that there is not one burlesque show in the entire empire . . . not everything the Russians do by any means is bad. The thing I am trying to impress upon you firmly is the differences which exist, whether they be to the good or whether they be to the bad.

Anyhow, we took them to the night club and danced and ate and sampled the vodka very moderately and paid the check (and apparently the OPA had been cancelled out in Russia, too) and came home. And let me tell you about how we got home. When we got outside the night club, there are no taxis in Moscow and we were thinking of the long walk we would have. The girls had not been out of our sight, but as we left the night club a great, big car drove up. The girls said, "Let's get in," they got in and so did we, and they took us back to the hotel.

It is an efficient system, whether you like it or not. However, on the way back, we drove by a brilliantly lighted building. I said to the young ladies, who were members of the Communist Party (if you are not a member of the Communist Party you cannot fraternize or appear socially with foreigners in Russia), both of whom spoke excellent English—they did their best to sell us on the virtues of communism and we did our best to sell them on the virtues of capitalism—"What is this building?"

They said, "That is the NKVD."

We inquired the next day and we were told it keeps open twenty-four hours a day; all thru the night they are dragging people in, and all thru the day—people who oppose the Russian system. It is something we cannot understand, those political prisoners working in slave labor camps as they exist in Russia, but it is part of the accepted system over there.

We were warned by the Military Intelligence in Mr. Averell Harriman's offices not to dictate from our notes in our hotel rooms. They said, "Undoubtedly your hotel rooms are wired for dictograph." We had a lot of notes . . . we could not rely upon our memories alone in reporting back to the people to whom we had to bring evidence, so I said to this gentleman, "We cannot dictate this outdoors, we have only this room in the hotel; surely it cannot be as bad as that. We are official visitors over here—I think it will be all right for me to dictate."

He said, "I would advise you not to do it, but maybe you can dictate in your room if you follow a technic which we have developed, because the Russian dictograph is not too delicate an instrument and if you tap a tumbler with a spoon or a knife, it makes a little reverberation in the dictograph, and if you can talk in a low tone of voice, they are not apt to understand it." We said we would try it that way.

The young man who took our dictation was a stenotype operator by the name of Fritz Conway of Texas and it was my job to dictate the notes. We came back to our rooms at the end of our inspection, got our various notes together, and went into the bathroom, where we thought there was less likelihood of a dictograph. I sat on the edge of the bathtub and Fritz sat on the only other available seat in the place, and I dictated from our notes.

Incidentally, the official report has just been released, was released the day before yesterday, and those of you who want to get a copy, may get a copy by writing to your Congressman.

The point I want to stress is the totalitarianism of it.

One other difference and then I want to talk about the chances of working together, because this other difference is the most vigorous and most vicious. The thing I dislike to say, but the thing I would be a craven to conceal, is this: That Russia today is on the march. Russia is an expansionistic country, moving outward from the center. We were in practically every one of the countries dominated by Russia, we talked with the leaders of those countries, and we talked with what elements of opposition could be found. You can prove this for yourselves by following the events of the world in the next ninety days thru the magazines and newspapers.

Russia is moving outward, and the thing we discovered is that she moves according to a pattern and a plan and it is always one of three very easily definable formulas. She has, since the War began, about doubled her population from the standpoint of either having annexed outright new territory which she did not have when the War began or having come into complete domination of areas which she did not dominate when the War began, so what were 190 million people, are today about twice that many—more than twice that many when you include the Asiatic recruitments.

How does she move? The first formula by which she goes forward is this: The formula of taking a country thru the strong process of marching an army in and acquiring it, the process of acquisition, the process of pulling a country in against its will to become a part of the Russian order, the process of attaching.

Where has it taken place? Lithuania, Esthonia, Latvia, three little, independent republics, three little Baltic states—and when Mrs. Rohde was our representative in Denmark, they had little governments and little ministries of their own, and two of them at least still have ministers without portfolio and without payroll down in Washington today. Three little Baltic republics, independent and proud and happy when the War began, have been pulled in thru this process of attachment until they are part of the Russian orbit, and they are going to stay part of the Russian orbit, and I don't think the United Nations is going to do anything about it, or anybody else is going to do anything about it.

We don't like it, most of the world does not like it, but it seems to be what the French brush off as calling a *fait accompli*, but as I pointed out, it is the preferential technic of the Russians in expanding their borders, their process of attachment, attaching new countries, acquiring it by the old-fashioned method of marching your army in and not marching it out again.

The second process is still continuing, so it is of more concern to us—it is the process of adoption. If you cannot acquire outright thru attachment a new piece of territory on which you have your eye, if you can put one of your adopted politicians or political sons in control, give him the support, give him the backing, give him the army, the prestige, give him the recognition from abroad, when the time comes he can deliver your country lock,

stock, and barrel, because when you deliver the government, you take the country with it.

The process of adoption is taking place in Poland, against the opposition of the Poles. The process of adoption is taking place in Yugoslavia against the opposition of most of the people of Yugoslavia. It is taking place elsewhere in the Balkans, too.

The technic is a simple one. You find some fellow, preferably of the nationality of the country which you are going to acquire thru this adoptive technic, but not necessarily so. You train him in your philosophy, sell him on your idealism, you help him work into a position of authority, then you surround him with power and control him by confederates until to all intents and purposes his land is your land, you have acquired it thru adoption.

The adoption process in Poland is pretty well beyond the half-way mark. The job in Yugoslavia is jolly well done. Tito Broz, as many of you will recall, when the War broke out, had been in Russia for the past fifteen years, he had been in Russia as a member of the Russian Army, he is a graduate of the Western Moscow School of Diplomacy. He personally represented Stalin in Spain at the time of the Spanish Civil War. He was at one time a trustworthy secretary of the Comintern.

Tito Broz, skilled and trained in the technic of the Soviet government and of communism, walked into Yugoslavia, headed up the partisan movement, for a long while did a good job, courageously helping to oust the Nazis from Yugoslavia, then having achieved that, turned his wrath upon his compatriots who were not of communistic creed, and today sits there in the former palace of Prince Paul, the government of Yugoslavia.

We spent over two hours conferring with Tito. He is as amiable and able and friendly and personable a man as ever put an adversary before the firing squad to be shot without a trial. You have to do that playing politics in that part of the world.

He is a friendly fellow, speaks affably. We were there the day a certain agreement blew up in his face. He laughed it off—when we said, “We place great stock in this agreement—I hope it is getting along all right,” he knew that I knew that something had happened and so he said, “Oh, Congressman, you mean the Tito agreement or disagreement; you know the thing is all gone,”—he shot back like a rapier.

He is an able fellow, but here is what he has done—he has established the OSNA, a state police in Yugoslavia which controls and runs that country like the NKVD does Russia. He has literally placed the hammer and the sickle on their flag; the uniforms are distinguished by a little red button with the hammer and sickle at the head of the cap as the soldiers march down the street. We saw more men under arms in Belgrade than in any other city, per capita. All day and thru the night they were marching down the streets, looking for opposition, driving them off the street, swinging one arm with military vigor, calling “Tito! Tito!” all thru the night.

Dictatorship in the rough . . . too late now for us to do much about that, because we have recognized the Tito government—and in recognizing it

we drove the hard dagger of despair into a lot of Yugoslavians who hoped some day to retain freedom for their country.

I am not going to discuss the Mihailovic situation except to say that our Committee did recommend when we got back that Mihailovic be given the benefit of a trial by an international tribunal of war criminals. If he is really guilty of the crimes alleged against him, he is an enemy of all of the United Nations, and if he is innocent, he should have the benefit of a fair trial. I don't think our recommendation is going to be followed. I think Mr. Mihailovic has an appointment on the other side of the famous river in the near future.

The technic of adoption, like the technic of attachment, is immediately effective. The third technic is the one to watch, because we are not going to move fast enough in the United Nations to stop the technic of adoption. I think they will finish the job in Albania, Bulgaria, Rumania; maybe they will stop them in Turkey, Greece, Hungary perhaps; in Czechoslovakia, because the Czechs are proud of themselves as being the equivalent of the United States of Europe.

The third process is the process of assimilation, whereby if you cannot attach the country, if you cannot put an adopted son in the country, thru the slower process of assimilation you attempt to put friends of yours in positions of minor authority, gradually elevating them to positions of greater responsibility, taking smaller groups, bringing them into one unit, one minor political party, then going to the head of the government and saying, "We now have a minority status, Mr. President. We think we should have common unity in this country, a people's front; give us a few cabinet offices, we will join in a coalition government, we will have unity with which to recover from the War."

Strangely enough, they always ask for the same three cabinet offices—they never fail. About ten days ago I had lunch with the Prime Minister of Hungary, whom I had met in Budapest, who was over here on that strange and unusual mission of trying to borrow some money from the United States, and so he had a conference with us.

During the course of the luncheon, I said to him, "I want to congratulate you, sir, on the fact that your party had a thrilling victory in the elections in Budapest." He was a member of the small members party.

"Oh, yes," he said, "we won the victory, but we do not yet have control of our government."

I said, "How is that?"

He said, "We have a coalition government. The Communists have insisted on some positions in the Cabinet."

I said, "Don't tell me what they are—I'll bet I can guess."

He let me guess and I did and I guessed correctly, because they ask for the same three every place when they get a minority status—they asked them of De Gaulle and he turned them down, but they ask them every place they go. They ask for them as the initial step in process of adoption—they asked for them in Poland—Secretary of War, Secretary of Information, Secretary of the Interior.

If they won't let them become Secretary of War, as no self-respecting leader can because surely he must maintain control of his own army, they will settle for the other two; and if they won't let them have the post of Secretary of Information, as no self-respecting leader can, because if you give the opposition control of the newspapers and the press and the means of propaganda, they are worse off than a Republican in America—you don't have a chance under conditions like that, if the other people control everything you hear on the air and read in the press as they do in Europe, so if you turn them down on that, the Communist, who is a realistic fellow, says, "Let us be Secretary of the Interior and we will go along with you in a common-front government."

Why do they want to be Secretary of the Interior? Have they been studying the life and adventures of Harry Ickes and think that is an easy way to make a living without trouble in this country?

No, they want to be Secretary of the Interior because in Europe, instead of being a man who has charge of public parks or the hunting season on migratory waterfowl, in Europe the Secretary of the Interior is the Generalissimo of the Gendarmes, which in South Dakota language means he is Chief of the Secret Police, he is head of the NKVD, he is the man who has charge of those men who go out thru the day and the night arresting those who oppose.

The realistic man in the party in France, or in Italy, or in Hungary, or in Bulgaria, says to the party in power, "Just one Cabinet office—Secretary of the Interior"—Generalissimo of the Gendarmerie, because they figure and they figure rightly, if they can have control long enough of the police they can drive underground the opposition to the cause which they represent; they can slowly but surely attain control of the government.

So much for a hasty sketch of the Russia that we saw.

Now, where do we go from here? What can we do under conditions like those? Is Governor Earle right when he says, and he is the man in whom President Roosevelt placed confidence enough to send him to the Balkans during the War to get the policy of that part of the world—is he right when he says the only solution is to order Russia back tonight behind her boundary lines or start dropping the atom bomb on her?

I hope he is not right, because I don't believe the American people would ever countenance dropping atom bombs on defenseless races of people, regardless of how badly their leaders might be misleading them. I don't think we can push Russia back into her borders tonight, so what must we do then?

I think first of all we have to have a meeting with Russia, a meeting of minds with Russia, in which we tell that country now and clearly that we can no longer indulge in any appeasement program which sacrifices the interests of small nations in that part of the world.

I don't know whether we can undo any of our hasty conclusions of the past or not, but we can look to the future and we can point out to Russia that the era of appeasement is past as far as America is concerned.

Then I think thru the United Nations organization we can implement a policy of peace with Russia by establishing boundary lines which should

be agreed upon; and once agreed upon, we should give to the United Nations a police force great enough to enforce those boundary lines and keep them stable, so that this ceaseless surging of political and economic and military authority across the boundary lines of the stronger and into the homeland of the weaker can be brought everlastingly to a stop.

I have hopes that we can do those things in the United Nations, and back before the days of the atom bomb I think that might have given us an enduring peace. Before the dust of the ashes of Hiroshima, a good boundary line and an international police force to protect it was a pretty good safeguard for peace, but the educators of the world gave birth to a fearful weapon which now in my opinion challenges the educators of the world to control.

The educated graduate from the college campus conceived the atom bomb with all its fearsome consequences and unless the educated mind from the college campus can conceive a control to use it constructively, the United Nations alone, with just the mechanics which have been discussed this evening, cannot protect us against the wiping out of civilization thru the use of such a furious weapon.

The atom bomb, it seems to me, must be the cause of a new step in international controls. It must bring about the creation of an international group of inspectors and auditors, traveling freely thruout the world, with complete opportunity to visit and inspect and analyze every factory and every mine and every industry thruout the world, including those in the United States. Nothing less can safeguard us.

Keep in mind the fundamental differences of the Russian system, keep in mind that there, there is no freedom to report, that there is no freedom of action, there they do put silent political slaves in the prison camps to work on the manufacturing of implements of war. We cannot change that habit of theirs, that is part of the Russian phenomena, but we learned from a study of what the Germans did in their underground factories that a political slave army in a secret place now, with the mechanics of an atom bomb ahead, is too dangerous an instrumentality to let go undetected any place in the world, any time.

We should go to the Russians, it seems to me, thru the United Nations organization, thru the Atom Bomb Commission, and say frankly, "We are not going to make any atom bombs for military purposes; we are going to outlaw that as a weapon. We are going to help support an international group of inspectors who can visit the factories and mines of the world as freely as the national bank examiner enters a bank to audit it in your community."

When that is done, we will have made one big step of knowing the thing that we need to know behind the iron curtain—we will know what is going on militaristically. If we know that, we can work at peace with the Russians, because it is only at the militaristic level that we run into a danger as a class.

If the Russians refuse that, we will all know to our chagrin, that there

is trouble ahead—not necessarily war, but certainly disputes, certainly difficulties of many different kinds.

Another statement and I am thru. Something else I think can be done by folks like you, whose raw material polished off as the finished scientific product after all gave the world the atom bomb. Somebody's student in grade school and high school went off to college and university and learned the skills to put together, to fabricate the weapon which educators gave the world and which I think educators must protect the world against.

I don't see anything in the minds of the military men of this country or any other country that gives me confidence in the fact that they can find a way to build atom bombs so big in one country as to protect them from the atom bombs from countries anywhere else.

It is going to take a crusade at the ethical echelons against the atom bomb if we are going to succeed. There, it seems to me, we come up against a favorite of mine—the United Nations Educational, Scientific and Cultural Organization, UNESCO, which for the first time gives educators around the world an opportunity to harness their good intentions into the practical deeds of a good job well accomplished.

I think it is fitting and appropriate that at the time when the bad child of education is loose on the world, we have a new product in education thru which folks can work internationally in order to contribute to the peace of the world, to help the United Nations organization when it falters, to feed it facts when it stumbles, to support it when it is proceeding successfully . . . a strong, able, essential handmaiden if the United Nations is to achieve the peace we crave.

The United Nations organization gives that opportunity and I feel that if we can succeed in bringing Russia into the United Nations Educational, Scientific and Cultural Organization, then we will have made a distinct achievement toward peace.

As Mrs. Rohde said, Russia is the sole important country dragging its heels and staying out of UNESCO. I hope the educators of the world can make UNESCO so significant that the Russians will find that they dare not keep out, and that the educators of the world will make UNESCO so strong that once Russia is in, we can contribute our full share toward creating this mutuality of understanding between systems which are admittedly different, which I think is essential if we are to have peace in the world.

At heart the Russian people are more similar by far than they are dissimilar. At heart the 185,000,000 people are God-fearing, law-abiding, fun-loving, peace-loving people. Their minds have not been poisoned hopelessly against America; their leaders playing a petty, private, political game of their own have misguided them, misled them, have abused them as badly as any of the conquered countries they have taken over.

There is hope, it seems to me, of harnessing the good intentions and goodwill of that mass of 185,000,000 people. That great reservoir of goodwill which can be tapped and piped over to the reservoir here, who can touch it, but the teachers, who can do the job better than setting up some funda-

mental concept of curriculums, if they get no further the first year than to teach across the face of the world the fact that consideration for others is one of the beatitudes of international good behavior . . . just a tiny, little start which can be expanded as time and opportunity presents.

That, to me, is the picture of Russia and the United States, leaders of these two worlds which I believe can be made supplemental to each other, rather than be permitted to grow antagonistic and to end up in war. They cannot be made to supplement each other until first of all we recognize the distinction and differences, some of which we abominate, some of which we really look at with a questioning eyebrow, but we must keep in mind that the Russian leader in turn in the Kremlin is as skeptical of the rights of freedom of speech and freedom of religion and freedom of education as we are of his particular theory of preventing the people from reading or hearing or seeing anything not made in Moscow.

Those distinctions and differences need not necessarily keep us apart, if we carefully look to the opportunities of standing firmly against any further aggression on the part of Russia and working with her for a fixation of boundary lines, for insistence that there be opportunity for freedom of inspection in so far as military armaments are concerned and if perchance we can bring the Russians into the fold of UNESCO whereby thru rubbing shoulders with fellow educators around the world there can be created little areas of agreement and understanding to be expanded slowly but steadily and surely in the minds of the young, of the people of Russia and the United States and other nations thruout the world.

I think the challenge that the atom bomb has thrown at the world's educators is the greatest in the history of the world and that the opportunity which UNESCO gives the world's educators is equally as great and I have confidence enough in the educational profession to believe that the acceptance of the challenge will be as prompt and as great as the challenge itself, and if that is done, the pretty language of the United Nations and the pious hopes of those who made it will come as dramatically and as fruitfully true as pictured to us tonight in Mrs. Rohde's stimulating address.

Thank you very much!

THE TEACHER CRISIS

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EDUCATION, NEA

Presented at Fifth Business Session, Representative Assembly. See page 212.

THE ASCENDANCY of the United States in world affairs has not been accidental. Ours was the first large nation to establish a democratic educational system open to all thru the elementary, secondary, and, in some measure, higher education institutions. Thru this educational system we turned into the stream of American life constructive powers beyond the equipment of any other population. By virtue of public education we became a mighty

citadel of economic, social, political, and even military strength. Our rise to world leadership was made easy by the fact that other large nations lagged far behind us in their educational efforts.

Today, the situation is being reversed. Russia, which with untold material and human resources remained for centuries a pawn among nations, has emerged in our day as one of the great powers thru the education of its people for the first time in their history. Russia learned the importance of education from the United States.

Great Britain until recently permitted a class educational structure to hinder its full progress. Great Britain likewise learned the value of public education from us, and that nation is putting vast resources into the development of a school system far more democratic than ours.

While the other two great nations are literally lifting themselves by their bootstraps because they saw the value of popular education in the United States, we are allowing our educational system to deteriorate.

It is reported that Russia in her economic poverty spends the equivalent of thirteen billion dollars, or twenty percent of her national income, for education. We in our enormous wealth spend less than three billion dollars, or less than two percent of our income on education. In the worldwide struggle between democracy and communism as ways of life, the outcome will be determined by education, not by force; the victor will be the teacher, not the soldier.

To say that we are facing a crisis is a futile understatement.

The central and compelling symptom of our educational disintegration is the status of teaching.

In the United States today the legal standards for teaching certificates are very low. Only fifteen states and the District of Columbia require college graduation for a standard teaching certificate. The other thirty-three states have standards even lower, and in some areas high school graduation is sufficient preparation to meet legal teaching requirements.

One-third or more of the teachers of America who hold legal certificates are less than four-year graduates, and therefore inadequately qualified for teaching.

Yet, despite the low legal requirements for teaching, there are 108,000 emergency teachers who cannot meet the lowest standards in their respective states!

A full school year has passed since V-J Day, and we have 29,000 more emergency teachers today than a year ago.

The deterioration in quality of replacements is more serious than the loss of numbers.

One reliable authority has estimated that the average level of preparation of teachers for the nation as a whole has dropped by one full year of college training.

Men teachers have been reduced to a small fraction of the total number, and millions of American children go all the way thru elementary and high school without having a single class under a man teacher.

Women of real capability and sound preparation have proved themselves to be excellent teachers, but our children should have both men and women teachers at all levels.

The exodus from the teaching profession in recent years is probably the most striking vocational migration in our history.

As nearly as I can estimate on the basis of available data, 633,200 teachers have quit the profession entirely since 1939. Possibly 300,000 of these were good, experienced teachers. The others were people who entered teaching, tried it out for a year or two, and left.

Approximately 60,000 positions have simply not been filled; the number of teaching positions has been reduced, and the work has been distributed among the remaining teachers.

Despite these losses we still have several hundred thousand excellent teachers in our schools. Most of these, however, have held on loyally from a former period when teaching was more attractive to young people making vocational choices. These have become so attached to their work, so imbued with their love of children, and so devoted to their mission that they continue at heavy personal sacrifice.

The number of college students enrolling for teacher education has declined sharply.

In the year just closed there were only about half as many students enrolled in teachers colleges as there were in 1920.

During the war years England, Russia, and other nations kept their teacher education students in college, exempting them from the draft because those nations considered the maintenance of their schools to be very important.

In the United States, however, we consumed our seed corn with barbarous abandon thru Selective Service policies of immeasurable folly which left our colleges almost empty of men.

Not only men, however, stopped going to the teachers colleges.

The number of women in teachers colleges dropped by one-third in the two years from 1941 to 1943.

Colleges and universities as a whole reported an increase of almost twenty percent in the number of women students from 1941 to 1945. Teachers colleges, on the other hand, reported a decline of almost twenty percent in the number of women students.

For twenty-five years before 1943 there had been each year approximately 90,000 women enrolled as full-time students in our teachers colleges, but in October of last year the 179 teachers colleges reporting to the United States Office of Education could count only 51,000 women in their total enrolment. Men students in the teachers colleges in October of the first year after V-J day were only 13,000 as compared with 39,000 in the fall of 1941.

The enrolment of colleges and universities thruout the nation is now undergoing the greatest increase in our history. It is estimated that college enrolment in the nation may reach 2,000,000 next year.

But only a handful of the college students are preparing to teach. In 1920 there were twenty-two percent of all college students enrolled in the teachers colleges. In 1930 there were seventeen percent of all college students enrolled in teachers colleges. Last year there were seven percent of our college students enrolled in teachers colleges. Of the GI's enrolled in college, barely four percent are in teacher education.

From the liberal arts colleges the report comes that the number of students preparing to teach has dropped away almost to nothing, particularly in the elementary field.

Recently a survey was made by the North Central Association of Colleges and Secondary Schools to get the facts on the number of teachers being educated in the colleges of fourteen states, including liberal arts colleges, universities, and all types of institutions. The survey revealed that the number of college students in those fourteen states completing preparation to teach in elementary school dropped from 10,182 in 1941 to 3757 in 1946, while the number of students completing preparation for high school teaching dropped from 9327 in 1941 to 4954 this June. The same conditions prevail nationwide.

While these conditions grow worse in the United States, England and Russia are taking the cream of their ablest and best young people into teaching. Great Britain has 200,000 teachers, and the normal replacement is 6000 a year, or one in thirty-three.

In the United States the replacement is one in eight.

The unmistakable fact is that teaching as an occupation is not attractive to enough of our ablest people. Why?

Is it because the work of the teacher is not attractive? No, indeed! Under proper or even moderately favorable conditions, teaching is one of the most pleasant, most stimulating, most satisfying experiences a person can find.

Is it that teaching is not important? No, indeed! By all odds the most important job in the United States today is that of the teacher.

One major cause of our present condition—tho by no means the only one—is *the teacher's salary*. A recent article in the *Reader's Digest* was entitled "Teachers' Pay—A National Disgrace." It is that, and worse.

In 1939 the average teacher's salary in the United States was \$1408—that average includes not only classroom teachers, but principals and superintendents as well. During the year just closed, the average teacher's salary in the nation was about \$1950. *But*, two things have happened to the teacher's salary. In the first place, approximately \$250 went for federal taxation. In the second place, the \$1700 he had after taxes was worth not more than seventy-four cents on the dollar as compared with 1939 values. Inflationary forces of invincible strength are pushing still lower the value of the teacher's dollar. The increases of 10 percent and 20 percent and 25 percent which teachers will receive here and there next year will have about as much effect on the situation as a bucketful of water would have had on the Hotel La-Salle fire.

For the year 1944-45 the estimated average teacher's salary in the United States was \$1800, while the median salary of professional employees of the

Federal government was \$3560. Since that time the increases in Federal salary scale have made the disparity greater.

In countless instances *the teaching load* placed upon the teacher has passed to the point of diminishing returns.

The school curriculum itself has greatly expanded in recent years, increasing the scope and range of the teacher's responsibilities to each child.

The pace of national and world events has been accelerated to the point that a teacher must find more and more time for reading and study to keep abreast of current developments.

Record and clerical work of the teacher has increased as education has become more scientific and professional. Unlike physicians, lawyers, and other professional workers at the same level of education and responsibility, teachers have to do most of their record keeping and clerical chores without the aid of stenographers or other assistants.

The actual mastery of teaching procedures has become more involved, more complicated, and more time-consuming to teachers.

These developments have increased tremendously the work of the teacher. The number of teachers has decreased, leaving the increasing burden of work to be distributed among fewer teachers.

The teacher's work is so crucial to the welfare of the nation that the best possible plant, equipment, and materials should be provided. That is not generally the case, however, in the United States. In community after community in this country a building which could not be used for any other purpose, except perhaps as a storage place or bar, is the school.

Even in our great cities there are many school buildings which are dark, dingy, forbidding in appearance, and depressing in atmosphere. Overcrowding is almost universal, with sanitary facilities inadequate almost everywhere.

Appropriate equipment and supplies are just as essential in good teaching as in good dentistry or good medical practice. Yet only the meagerest allotment is found even in the best schools.

Professional freedom is far from a reality. The teacher's professional job is to direct the learning of the child. There is no more delicate, more complicated task than that. The teacher is a professional expert, and in matters related to the education of the child the professional authority of the teacher should be just as fully respected as is the specialized authority of the physician in his field of work.

Frequently, however, we find parents, schoolboards, and even school supervisors and administrators exercising such control over the work of teachers as to nullify their professional skill, discourage their professional growth, and turn their professional zeal into dull nothingness.

Other factors operate in many communities to intensify the teacher shortage:

- Lack of democratic participation in administration and supervision
- Lack of community recognition

Excessive demands upon the teacher's time and energy in activities outside the school

Absence of inspiring professional leadership

Inadequate tenure and retirement provisions

Limited opportunity for advancement

Discrimination against married women and discrimination against women in general thruout the profession.

Political domination of schools and teachers—The factors I have mentioned are merely symptoms of our disintegration. The real causes lie deeper.

The root causes of our problem are two: (1) lack of public recognition of the character and importance of teaching, and (2) lack of a public demand for good schools.

The low salaries are helping to drive teachers out of the profession, but it is the lack of recognition of teaching and lack of demand for good schools which cause salaries to be low. The only way to bring about good salaries for teaching, in my opinion, is to build public recognition of the importance of teaching and the need for good schools. If we can get these things, good salaries, professional freedom, and all the other factors will come as a matter of course.

Great segments of the American people look upon teaching in such a way as to make poor teaching inevitable. We set up teachers colleges on a cheaper basis than our other colleges and universities, whereas the effective education of the teacher is the most difficult and expensive type of professional training. We spend twice as much to educate a raiser of pigs in a professional school of agriculture as we spend to educate a teacher of children in a teachers college. The federal government gives a large amount of money to the states every year to help in the professional education of the pig farmer, but not one cent to aid in the professional education of the teacher of children.

There is something wrong in our basic thinking about teaching.

Conscientious parents know how difficult it is to guide child growth and development, because they have had to face a thousand problems in rearing their own. There is no occupation requiring more patience, more knowledge, more devotion, more skill, more ability of every kind, than the teaching of a child.

Yet the American people apparently do not hold this opinion. If the American people wanted good teachers, they would start a determined crusade that would sweep over the lethargy and opposition and establish good schools which would attract good teachers.

Russia wants good schools and wants good teachers, and it is gradually getting both, despite its limited national wealth. Teachers in Russia today are paid better, held in higher esteem, and granted more privileges than people in most professions.

England wants good schools and good teachers, and it is going out to get both under the Educational Act of August 1944. In England, Scot-

land, and Wales, teaching is one of the most respected and best rewarded professions.

In America people want good liquor. I know, because I read the statistics which show how much they spend on liquor. This year the expenditures for liquor will run from \$2 to \$3 for each dollar spent on schools.

In the United States people want automobiles. I know, because I see the evidence of their demand for the new models.

The American people want luxuries. I know, because I have seen the statistics on the money they spend for tobacco, for beauty treatments, for perfumes, and the like.

In the richest nation on earth people want amusements. I know, for I read the newspaper accounts of the annual Derby in Kentucky, and of the crowds at Miami and Palm Beach last winter. I also see the long queues of people before the movie houses waiting to get a seat. Yes, the people of the United States want amusements.

Do the people of the United States want good schools and good teachers?

With a thousand voices they say they do. Business men, statesmen, leaders of all kinds say "We must have better teachers."

Their words are in contrast with the hard, cold facts: Teachers are leaving the profession; college students are shunning teacher preparation; teaching salaries are pitifully low; we spend \$7,000,000,000 annually on liquor as compared with less than \$3,000,000,000 on education; we pay \$12,000,000,000 for a peacetime Army and Navy, four times as much as we pay to educate 25,000,000 students. These and other facts speak louder than words.

The most tragic fact of all is that the profession itself has done little to elevate the status of teaching.

We sit idly by while state legislatures appropriate twice as much per student to medical schools as to teachers colleges. We accept in our professional organization any person who holds a teaching position, whether he is a qualified teacher or a wholly untrained emergency licensee. We lament the shortage of good teachers and advise our own bright pupils to stay away from teaching. We have expelled a member for unprofessional conduct this year for the first time in eighty-nine years of existence as a professional organization.

Every major profession in America has set up powerful machinery to elevate its standards, except the profession of teaching.

We move as a giant pendulum from extreme teacher shortage in a period like this to a huge oversupply in times of unemployment, losing ground at every swing.

America will not want good teachers until we demand them. America will not lift the prestige of teaching until the teachers do.

Anyone who adopts the Pollyanna belief that this problem will work itself out in due course is professional enemy number one.

Our first step as a profession is a very practical one. It is to develop and enforce clear-cut standards which will denote teaching as a profession. Public recognition will not be far behind.

The movement for better teachers must have more effective support from the profession itself. We must, as teachers, give the facts to the people. It is our responsibility to inform community leaders—parents, business men, professional leaders in other fields, farm leaders, labor leaders, and laymen generally. We must enlist the help and the support of the American people in stemming the tide of disintegration.

America must have good teachers. We can get them only in one way. We must change entirely the public attitude toward teaching. We must have a wholly new philosophy of school support. We must greatly increase our taxes for schools at every level—district, state, and national. We must have federal aid. We must insure that teachers colleges have enough funds to maintain the highest level of professional education. We must establish a system of competitive scholarships with provisions to select outstanding young people for teacher preparation, and we must pay their expenses for a minimum of four full years of professional education. The teacher must be accorded the same respect and authority in the field of education that we give to the physician in the field of medicine.

When these things are done we shall so strengthen the United States that as other nations grow great thru education, we shall grow greater. We shall be able to lead the world on the road to peace and human advancement.

Ours is the crucial task. The hand of the teacher is the one in the dyke of civilization. The raw product with which we deal is the human being, with its potentialities for good or evil, for fullness of living or emptiness of existence. What we mold is civilization.

*There's but one gift that all our dead desire—
One gift that men can give; and that's a dream
Unless we too can burn with that same fire
Of sacrifice—die to the things that seem;*

*Die to the little hatreds, die to greed,
Die to the old, ignoble selves we knew,
Die to the base contempts of sect and creed,
And rise again, like these, with souls as true.*

*Nay, since these died before their tasks were finished,
Attempt new heights, bring even their dreams to birth;
Build us that better world, O not diminished
By one true splendor which they planned on earth.*

And that's not done by sword, or tongue, or pen.

There's but one way: God make us better men!—Alfred Noyes

UNITED STATES EDUCATION MISSION TO JAPAN

WILLARD E. GIVENS, A MEMBER OF THE MISSION

Presented at Sixth Business Session, Representative Assembly. See page 228.

EARLY IN JANUARY of this year the Supreme Commander of the Allied Powers in the Pacific, General Douglas MacArthur, requested the War Department to send to Japan a group of American educators for a thirty-day study of the educational program of Japan, and to discuss with Japanese educators and with members of his staff the problems relating to education. The War Department, cognizant of the desirability of our country's helping in planning for the demilitarization and the reeducation of Japan, requested the Department of State, in cooperation with the United States Office of Education, to select and appoint the members of the United States Education Mission to Japan. Twenty-four educators were appointed. *George D. Stoddard* served as chairman. We traveled to Tokyo and returned in a C-54, a four-motored aircraft with space for forty passengers, making six stops: Topeka, Kansas; Hamilton Field, California; Hickam Field, Honolulu; Johnston Island; Kwajalein Island; and Guam. We were in the plane fifty-five hours going and fifty-one returning.

The United States Education Mission spent the month of March in Japan, studying the organization and chief characteristics of its educational system thru a series of meetings arranged by the Civil Information and Education Section of General MacArthur's staff; by conferences between committees of the Education Mission and corresponding committees of Japanese educators appointed by General MacArthur; by visits to schools, colleges, and universities; and by numerous individual conferences with Japanese people. For intensive study and drafting of the report, the Education Mission was divided into the following five committees: (1) The Aims and Content of Japanese Education; (2) Language Reform; (3) Organization and Administration of Education; (4) Teaching and the Education of Teachers; (5) Higher Education.

It is a great moment in history when the commanding general of an army of occupation asks his country for a mission to study the educational program of a defeated country and make recommendations that will help that country to become again a member of the family of United Nations. It was with this high purpose in mind that the members of the Mission accepted their country's invitation to serve. Your Executive Secretary counts it a privilege to have been a member of this Mission with its unusual opportunities to study conditions in Japan firsthand.

Japan is made up of a number of islands 1200 miles in length and extending from the frigid north to the tropical south. It is a country of 73 million people occupying an area smaller than the state of California. Its industry is paralyzed; its shipping gone; its sixty largest cities, with the exception of Kyoto, destroyed. With primitive agriculture as its chief means of support, its people are existing in hope amidst hunger and ruins. Japan

cannot advance educationally unless she is able to reestablish herself economically. General MacArthur and his staff are facing their problems with insight and courage in a sincere attempt to demonstrate the spirit and methods of democracy to the Japanese people.

The United States Education Mission to Japan faced squarely the basic tenets of Japanese political thought as they wrestled with the possibilities of democracy as a great social faith in this oriental country. The basic tenets of Japanese political thought might well be stated as follows: (1) Society is more important than the individual; (2) Men are by nature unequal; (3) Politics is synonymous with ethics; (4) The patriarchal family is the ideal state; (5) Government by man is superior to government by law.

If the Japanese nation is to be demilitarized and become a democratic nation, the people of that country will have to think in terms of the articles of the democratic faith which could well be stated as follows: (1) The individual human being is of surpassing worth; (2) Human culture belongs to all men; (3) Men can and should rule themselves; (4) The human mind can be trusted and should be set free; (5) The method of peace is superior to that of war; (6) Racial, cultural, and political minorities should be respected and valued.

Having in mind the basic tenets of Japanese political thought and in the light of their own faith in democracy, the members of the Mission visited numerous schools and colleges, conferred with all kinds of people, and inspected the entire Japanese situation with an inquisitiveness justifiable only in terms of the high purposes of the Mission. It was clear to every member that any residual dislike or distrust had no place in the report. The Mission's concern was, as Lincoln said, "too great for malice."

It was reassuring to discover that the military occupation, in cooperation with liberal Japanese leaders, had already cleared much of the ground. The Japanese will to war had been broken by superior force, and the spirit of national Shintoism and military aggression is being eradicated from the schools by straightforward military directives. A revision of courses of instruction and of textbooks is going steadily forward. Others may help in saving a nation from its war lords, as the Allies have helped the Japanese, but in the long run a nation must free itself.

The Japanese are a confused people, bewildered by the turn of events but earnest in their striving to use an emerging freedom to forge the instruments of a democratic society. The greatest hope for Japan is in the children. Sustaining as they do the weight of the future, they must not be pressed down by the heritage of a heavy past. The Mission sought, therefore, to equalize educational opportunities.

The indications are that the Japanese people, under the vital impact of both events and ideas, are moving in the direction of a fuller meaning of the worth of the individual, and that they desire a more humane approach to the problems of the day. These new directions will encourage a freedom of teaching and learning. An equality of opportunity will create a new structure of education, open to all youth, alike to both sexes. Every student and every teacher will be encouraged by this prospect to look within himself and

about him as well as above, in order to discover what to do, or what to think, or what to be. In this regard the schools will be sharing in a nationwide enterprise and contributing to its success. They will join as an effective partner in the great struggle against militarism and feudalism.

The United States Education Mission, after one month's intensive study of the situation in Japan, and with the purpose of our Mission in mind—of assisting in planning an educational program that would help in the process of demilitarization and the reorientation of the Japanese educational system—made several recommendations.

Now, in covering these recommendations, I did not have the time and I am not trying in any way to tell you what we found. I am simply telling you what we recommended—and you know from what we recommended, we found something quite different from what we are recommending.

The highly centralized educational system of Japan had been caught in a net of ultra nationalism and militarism. Decentralization of the educational system is necessary in order that teachers may be free to develop professionally, under guidance, without regimentation, and that they in turn may do their part in the development of free Japanese citizens. To effect this change knowledge must be acquired that is broader than any available in a single prescribed textbook or manual and deeper than can be tested by stereotyped examinations. A curriculum consists not merely of an accepted body of knowledge but of the pupils' physical and mental activities; it takes into account their differing backgrounds and abilities. It should, therefore, be set up thru cooperative action involving teachers, counting on their experience and releasing their creative talents.

The official courses in morals, in geography, in history, and the observance of ceremonies in the reading of the Imperial Rescript and obeisance to the Imperial Portrait had been eliminated from the schools by military directive. This was done because these were used for developing ultra nationalism, militarism, and Shintoism. Books in the field of geography and history are being written to recognize mythology for what it is and to embody a more objective viewpoint in textbooks and reference materials. This Imperial Rescript on Education is short. It is a highly revered and respectfully handled document, frequently read, with great reverence, in all of the schools of Japan. Its 233 words are read in Japanese schools on all occasions. If a child made the slightest noise, coughed, sneezed, moved his foot, made any disturbance, he was handled and handled immediately. Any principal who mispronounced a word or gave the wrong emphasis to a word never had to read it a second time—there was another principal there to read it. I want you to listen to this document and if anyone in this hall has the ability to write something equally good for democracy, I would like to have it, because I think it would be a great service in setting up ideals in our country.

Remember, this was written many, many years ago, read in every school on all occasions when there was any chance to order it read. I will read it exactly as it was translated from the Japanese and I want you to listen, because there is a lot between the words:

Know ye, Our subjects:

Our Imperial Ancestors have founded Our Empire on a basis broad and everlasting, and have deeply and firmly implanted virtue; our subjects ever united in loyalty and filial piety have from generation to generation illustrated the beauty thereof. This is the glory of the fundamental character of Our Empire, and herein also lies the source of Our education. Ye, Our subjects, be filial to your parents; affectionate to your brothers and sisters; as husbands and wives be harmonious; as friends true; bear yourselves in modesty and moderation; extend your benevolence to all; pursue learning and cultivate arts, and thereby develop intellectual faculties and perfect moral powers; furthermore, advance public good and promote common interests; always respect the Constitution and observe the laws; should emergency arise, offer yourselves courageously to the State; and thus guard and maintain the prosperity of Our Imperial Throne coeval with heaven and earth. So shall ye not only be Our good and faithful subjects, but render illustrious the best traditions of your forefathers.

The Way here set forth is indeed the teaching bequeathed by Our Imperial Ancestors, to be observed alike by Their Descendants and the subjects, infallible for all ages and true in all places. It is Our wish to lay it to heart in all reverence, in common with you, Our subjects, that we may all attain to the same virtue.

As the children went into every school building, they must give their lowest bow to a portrait of the Emperor. As they went into the building, as they went into the room and as this was read, they also had a portrait of the Emperor in the front of the room.

The Mission believes that the use of such ceremony in the schools is not conducive to democratic development. (I tried to put that as mildly as I could, because this is one of the things we had our biggest battle over.)

In the lower grades more use should be made of the community and local resources. At the higher levels competent scholarship and research should be encouraged. The program in health instruction and physical education is basic to the educational program as a whole. Medical examinations, instruction in nutrition and public health, the extension of the physical education and recreation program to the university level, and the replacement of the equipment as rapidly as possible were recommended, the equipment being mostly military equipment. Vocational education should be emphasized. A variety of vocational experiences is needed under well-trained staff members.

The need for a single and efficient medium of written communication is well recognized, and the time for taking this momentous step is perhaps more favorable now than it will be for many years to come. Language should be a highway and not a barrier. Within Japan itself and across national borders this highway should be open for the transmission of knowledge and ideas in the interests of a better world understanding. The Mission recommended that some form of Romaji be adopted, replacing thousands of

Chinese characters with the Roman alphabet. It proposed that a language Commission made up of Japanese scholars, educational leaders, and statesmen be formed promptly in order that a comprehensive program may be announced within a reasonable period.

The Ministry of Education, under the proposals of the Education Mission, would have important duties to perform in providing technical aid and professional counsel to the schools but its direct control of local schools would be greatly curtailed. In order to provide for greater participation by the people at local and prefectural levels (a prefecture in Japan is the same as a state in our country and, by the way, we have 48 states and they have 49 prefectures) and remove the schools from administrative control by representatives of the Minister of Home Affairs at the local level, it is proposed to create educational agencies elected by popular vote at both local and prefectural levels. Such agencies would be granted considerable power in the improvement of schools, the licensing of teachers, and the selection of textbooks—all of which are now centralized in the Ministry of Education in Tokyo.

The Mission proposed an upward revision of compulsory education in schools to be tax-supported, coeducational, and tuition-free—such education to cover nine years of schooling, or until the boy or girl reaches the age of sixteen. The Mission proposed that the first six years be spent in primary school as at present and the next three years in a “lower secondary school.” These schools should provide general education for all, including vocational and educational guidance, and should be flexible enough to meet individual differences in the abilities of the pupils. The Mission proposed further that a three-year “upper secondary school” be established, free of tuition cost, and coeducational, providing varied opportunities for all who wish to continue their education.

In order that newer aims of education might be achieved, teaching methods emphasizing memorization and conformity should be modified to encourage independent thinking, the development of personality, and the rights and responsibilities of democratic citizenship. A program for the re-education of teachers should be set up to further the adoption of democratic methods during the transitional period. Normal schools should be modified so as to provide the kinds of teachers needed. Other institutions for preparing teachers for certification, whether private or tax-supported, should satisfy teacher-training standards equivalent to those of the reorganized normal schools. (I want to depart here long enough to say that many of these people were not teachers or educators; they were politicians in Japan.) School administrators and supervisors should have a professional education equivalent to that for teachers and should have in addition such special preparation as will fit them for their assigned duties. Universities and other higher institutions of learning should develop facilities for advanced study on the part of teachers and administrators; they should promote research and exert educational leadership.

Higher education now has the opportunity of setting a standard of independent thinking, bold inquiry, and hopeful action for the people. To

fulfil these purposes higher education should become an opportunity for the many, and cease to be a privilege for the few. (.4 of one percent of the women ever get inside the institutions of higher learning. Most women stop when they get to the sixth grade and they have inferior education, even up to the sixth grade.) In order to increase the opportunities for liberal education at higher levels, it would be desirable to liberalize to a considerable extent the curriculums of the preparatory schools leading to the universities so that a general college training would become more widely available. In addition to providing colleges, it is proposed that more universities be established according to a considered plan. These institutions should be entirely free in all respects to pursue their objectives in a manner which they themselves deem best. Establishment of economic and academic freedom for faculties in institutions of higher education is of primary importance. For the student, the freedom which should be guaranteed is freedom of access, on the basis of merit, to all levels of higher studies. Financial help should be given in order that further education may be positively assured for talented men and women unable to study thru their own resources. Freedom of access to higher education should be provided immediately for all women now prepared for advanced study. The extension of libraries and research facilities is recommended. Attention needs to be given to the improvement of professional education in fields such as medicine, teaching, school administration, journalism, labor relations, and public administration.

The schools are but one agency for adult education, but thru parent-teacher activities, evening and extension classes for adults, and the opening of buildings for a variety of community activities, adult education might be fostered. It was recommended that central public libraries with branches be established in the larger cities and that appropriate arrangements be made for library service thruout Japan. In addition, organizations of all kinds, including community and professional societies, labor unions, and political groups, should be helped to use effectively the technics of forum and discussion.

The attitude of the educators of Japan can best be described by quoting briefly from two of them.

Shigeru Nambara, president of Tokyo Imperial University and chairman of the committee of Japanese educators, was appointed by General MacArthur to work with the United States Education Mission.

This man, Nambara, I would like to say, was appointed by General MacArthur after he had removed the military head of that university. He said to the faculty, "Whom do you want to head up your institution?" The faculty got together and said, "Nambara." General MacArthur appointed Nambara as president of the Tokyo Imperial University. On the first Japanese Founder's Day, after he took office, he made one of the greatest speeches that have ever been made in Japan. I quote just a few lines from it, but I quote this to show the attitude of one of the great educators of Japan:

Until quite recently we have held to the belief of our forefathers that the Japanese people had lived from time immemorial, with immutable reverence, toward the Imperial House as the founders of our nation, their unbroken life with an everlasting destiny. . . . How much is myth and legend? Such questions must be solved by positive and comparative historical study. . . . Open your eyes and get a rough view of the actual conditions of Japan! . . . We are at present standing at the crossroads. It is left to your free choice which way you take. The Potsdam Declaration does not demand the extinction of our nation. The way is left so open for us that we may contribute to humanity as a peaceful nation reborn in the new world order which is to be henceforth established. At least such hope is not forbidden.

I want to emphasize again that while we were there, Mr. Abe, who was serving as Minister of Education, was the first educator in 2600 years to head up the Japanese school system and I am sorry to report that we had not much more than gotten home when he was out. When the new Prime Minister went in, Mr. Abe went out and a lawyer took his place, so for about three months, under General MacArthur's direction, Japan had an educator to head its school system, but it has been only for three months in 2600 years.

Here is what Mr. Abe had to say and I quote very briefly, but it shows the spirit of the leading educators in Japan. This is a part of the speech which he made to us at the first meeting that the Mission had with the 25 educators appointed by General MacArthur and 25 officers on General MacArthur's staff who went with us:

We are standing here as the victors and the defeated. . . . We believe that your country is not going to violate truth and justice on the strength of her being a victor. And we pray that the pressure brought upon us by this victor—for we cannot help feeling it as pressure—will help to make truth and justice permeate all our country. . . . As you may guess, it is a severe trial and a hard task to be a defeated country and a defeated people, but if I may say so, it must also be a very difficult thing to be a good victor. While we hope we are not going to be mean and servile as a defeated nation, we believe that you, too, are not going to be needlessly proud and arrogant as a victorious nation.

(This was in a little room called the "Hall of Peers," it was where the peers of Japan met and where they had their children educated.)

I want to say that in the month that we were in Japan, I was with thousands of GI's, hundreds of officers; I did not see one American in uniform show any arrogance toward the defeated Japanese, not once, nor did I see any Japanese among the great masses—I leave out the war lords because they naturally have a bitter feeling—but among the great masses of Japanese people, I saw no resentment towards any American GI, none.

The United States Education Mission to Japan had been requested by their government to study the educational program of a defeated nation and to make recommendations that would help that country to become eventually a member of the family of United Nations. We made recommendations to General MacArthur which we hope will help a confused people, bewildered by the turn of events, to develop a democratic society.

A DATE WITH THE WORLD

G. BROMLEY OXNAM, PRESIDENT OF THE FEDERAL COUNCIL OF THE
CHURCHES OF CHRIST IN AMERICA AND BISHOP OF THE
METHODIST CHURCH, NEW YORK AREA

Presented at Third General Assembly and Seventh Business Session, Representative Assembly. See page 245.

THERE IS NO GREATER HONOR than that of addressing the teachers of this nation. I can think of no greater difficulty than of attempting it under the circumstances of this evening. I have been listening to the amplifying. It appears that there is at least one echo and that most of you must hear this address twice. I regret that exceedingly. It is bad enough to hear it once. Your chairman has suggested that I ought to speak much more slowly under the circumstances. Ordinarily I speak about 250 words a minute, and that means in 40 minutes an audience must listen to 10,000 words. Reducing the speed of speech means that one must at the same time cut the address in two. From some points of view there is an advantage in this, but it presents almost an insurmountable task to the speaker. My dear and distinguished friend, Bishop Earl Ledden, told me some time ago that one Sunday morning, just as he left his pulpit chair and walked up the steps leading to the pulpit, in that moment of absolute silence, a little girl called out so that all in the church could hear her, "Is that his play pen?" I assure you that, under these circumstances in which I recognize the importance of the audience I address and likewise face the difficulties the amplifying system presents, there will be little play for the speaker even tho his desire is to do the best possible job for your Convention. You will not think me criticizing the setup here in Buffalo. I am a Californian, and, as you know, a Californian never makes disparaging remarks concerning any other section of the nation.

I would like to introduce the theme of the evening, namely, "A Date With the World," by referring to a play I saw some years ago. I have forgotten the title of the play, I do not remember its story, nor do I recall the actors who took part—save one. The moment he came upon the stage the entire play took on life. His name was John Garfield, and he was playing the part of a rough, devil-may-care type of individual. In conversation with a person more refined, the refined one says to the rough one, "Every man has a rendezvous with the universe." Garfield ponders that for a little time and finally answers, "Yeah, I suppose by that you mean that I gotta date with the world."

That is precisely it! Every individual everywhere in this hour has a date with the world.

Just before the war concluded I visited the combat areas in the European Theater and also in the Mediterranean Theater of Operations. I flew over the Anzio Beachhead. From the air it looked like a face that had suffered smallpox. The German artillery fire was so intense that every yard appeared pockmarked. Later I visited the beachhead with my younger son who was a chaplain with combat troops. He saw the fighting of North Africa, Sicily, Salerno, the Volturno, and went ashore with the first outfits at Anzio. When I was there, the Germans, of course, had been beaten back into North Italy. My son said, "Dad, I'll take you to my foxhole." I replied, "You can't find a foxhole in all this expanse of beach." "If you had been here two and a half months, you would find it," he answered. After we had found it he said, "Dad, I'd like to have you visit the cemetery over at Nettuno." There were 9500 crosses there. We stood by one and Phil said, "I want you to read a prayer here." I looked down and read the metal tag on the cross. The boy's name was Danner. "Why do you want me to read here?" I asked. "Danner and I were friends. He was right beside me when he got it, just as we came ashore." So I read a prayer. The chief chaplain of the Mediterranean Theater, Colonel Beebe, was with us and suggested I stand by another grave. It was marked by a Star of David. I saw the name of a boy I did not know—Louis Diamond, Brooklyn, New York—and I thought it fitting to read the Twenty-third Psalm, "The Lord is my Shepherd."

These men had their date with the world. Their comrades are coming home. They have had and will have their date with the world. And all to whom they return have their date likewise—a date with the world.

There are three propositions I would like to bring to your attention this evening as we face together this date with the world.

First: in every land upon the face of the earth, whether you visit the collective farms of Russia or the crowded villages of India, the famine areas of China or the productive rural sections of our own land, in every one of these countries you will find a yearning—in some lands a yearning that is inarticulate, in others highly vocal—a yearning for abundant life. This is the most significant single social fact of our generation. But you will say, "Surely this is not the most important social fact of our day—men have desired better life before this." Yes, I know, but this desire is today indissolubly united with a conviction. Man now believes, for the first time in history, that his dream is realizable. He is convinced that only selfishness and ignorance stand between him and the better life. He knows that the advances in science and technology controlled by moral ideals will mean abundant living.

This was never true before. In the days when man was a slave, when the worker was owned, there may have been rebellion in soul. But when he threw himself down upon some rude bed at night, he knew he would rise a slave, and if he were intelligent, he knew that all the productive labor

of all the slaves in the world would not produce enough bread to satisfy the hunger of man.

When at last serfdom followed slavery in that period we call feudalism, the serf, while somewhat freer than the slave, was nevertheless attached to the soil, and he, too, knew his desires could not be met. A stupid queen could talk about cake for people who cried for bread, but if all the cake of all the queens and all the bread of all the kings had been distributed, there would not have been enough for the common man. A Francois Villon could sing, "We are good for nothing but to die, let us die for liberty." But neither his song nor his death could solve the problem of producing enough of food and of clothes.

And even in the early days of capitalists when the steam-driven machine had come to man, still there was not enough. But all is changed. The problem of production has not been completely solved, but men and women and little children now believe it can be. It is the yearning for life abundant linked to the conviction that such life is possible that constitutes the social fact that lies back of contemporary change. We now know that because of laboratory and library, because of executive ability and research skills, man with the powers he now possesses can bring to mankind the fuller life of our dream. We must move now with sufficient speed to the realization of these objectives to convince the masses of men that the peaceful method of change is the surer method and that revolution with its violence is not the way to build for justice.

Something has to happen to our thinking if this dream is to be realized. I made reference earlier to visiting the war zones during the conflict. I hesitate to relate this, but it makes the point I wish to stress so vivid I am going to risk it. One day in the city of Naples a chaplain came to me and said, "Bishop, there is a boy out in the stockade, an American soldier, who has committed murder. He is to be executed next Friday. He wants to see you." I went out to see this boy. I sat in the cell with him for an hour and a half. It is not easy to talk to a man on Wednesday who is going to die on Friday. There is so little that one can say if he is honest; there is so much he can bring if he lays hold upon eternal resources and deals with the reality.

Just as I arose to go he said, "Bishop, I have to go Friday morning—would you come out here and stand by me?"

Frankly, I would have given a good deal if I could have said to that boy that my engagements were of such a nature that I could not be with him, but that was not true. I said, "Yes, I will be with you." So on that Friday morning I went out again, and I was with him for about two hours until they came; we rode out together and I stood there with him. It was hard—in a moment he was gone.

All thru that day that shattering experience made it difficult for me to adjust my mind to the tasks of the day.

I had been with the boy, talking to him in one moment, and in the next he was gone—and then I suddenly realized that I had walked over battlefields where ten thousand men had died, and I had not felt like that. When

we think of masses, we just think of large, impersonal numbers. Jesus of Nazareth had compassion on the multitudes. I think perhaps that He was one who could think of the multitudes in terms of persons. The death of this one overwhelmed me. Of course it was a tragic death; he had shot another boy—gambling over \$5. He said he thought the other boy had reached for his gun, so he drew his own and shot him. But he was an individual, a son, and Jesus regarded every individual of infinite worth. There is a tendency too often when we think of our date with the world to think in terms of nations and of masses. We must never forget that we deal here with individuals, and the world we seek to build is one in which personality may flourish, one in which we cease to acquiesce in inequality, one in which brotherhood has come alive.

We must as teachers and as individuals who hold public opinion create the minds that will lead men up in the next step in the evolution of government and, in cooperation with others, build world law and order. We must reject the new and selfish imperialism. We must establish a new and sensible internationalism. War must be banished from the face of the earth. Among the issues that rise in the complex area of international relations are two that stand out above the rest. They are the issues of power and of justice. Power must be brought under democratic control. Justice must be established by the democratic process. The first will involve fundamental revisions in our concepts of sovereignty. The second will involve similar basic revisions in our concepts of property. No enduring political structure to bring power under the control of law can be erected upon foundations of economic injustice. We are ready, I believe, for the revisions that will mean a world of peace in which the creative talents of men may serve to enrich personality rather than be dedicated to the discovery of means to destroy. It is not a question of bringing power under control first, or establishing justice first; it is a matter of moving forward to achieve this dual objective, bringing power under control and likewise establishing justice. It is from the schools of the nation that we expect the type of mind essential to this task, the mind that can hold fast to an absolute ideal by which we judge our proposed measures, but a mind wise enough to use the largest measure of agreement presently possible if the proposal gives evidence of moving toward the ideal. In a word, we need the type of mind that, holding fast to an ideal, can nevertheless discover the concrete means to translate the ideal into actuality.

We shall judge measures by the absolutes of our faith. When we reach the largest measure of agreement presently possible, if the proposal, as I say, gives evidence of moving toward the ideal, we shall support it even tho it be less than the ideal. We shall not pledge ourselves to such measures in perpetuity, but shall labor to improve them and move on toward the ideal. And by the same token we shall refuse to support policies that move away from the ideal. We are ready for measures that seek to realize the moral law. We shall not betray the children of the morrow by support of immoral appeasement urged by statesmen who have yet to learn that the moral law must be obeyed.

This means that the teachers of the nation must give to the nation the problem-solving type of mind. Have we been sending out a sufficient number of persons who possess the scientific attitude of mind? I mean by that the unbiased approach to any problem and the undaunted pursuit of its solution in a true scientific spirit.

Let me illustrate—a few weeks ago David Lilienthal, (who could make many times his salary as chairman of the Tennessee Valley Authority if he gave himself to his chosen profession, the law) a man who has reached the conviction that qualified men must give themselves to use scientific means to enthrone moral ideals, telephoned me and said, “Would you like to get fifteen or twenty religious leaders together so that we might discuss the proposed answer to the question of the release of atomic energy?” Mr. Lilienthal, you will remember, was chairman of the Board of Consultants appointed by the State Department to solve this problem, and it is this report that is the Baruch Proposal to the United Nations. Mr. Lilienthal gave most of an afternoon. He said, “When we met we agreed that this would not be a report based on the principle—you agree to this, and I will agree to that. We resolved to stay by and find an answer, or if unable to find an answer, to say so.” Here were men of differing experience and differing views: Chester I. Barnard of the New Jersey Bell Telephone Company; Charles Allen Thomas of the Monsanto Chemical Company; Harry Winne of the General Electric Company; and the great physicist, J. Robert Oppenheimer—strong men of first-rate ability and deep conviction. At last the report was presented, a unanimous report, calling for an international public corporation to be known as the Atomic Development Authority, charged with owning all the uranium and thorium deposits of the world, of mining the same, of owning and operating the primary establishments for the manufacture of the product. I cannot so much as outline the plan here. Suffice it to say it gives practical promise of such control as will protect mankind from the destructive powers of atomic energy and as will release its creative potentialities. That is what I mean—not high-sounding resolutions, but hard framework in the interest of an ideal.

No matter where we turn, it is this type of mind, pledged to the moral ideal, qualified to translate it into actuality, that is essential. Take such economic problems as the following: (1) the flight of capital from one land to another; (2) the fluctuation in the flow of investment capital; and (3) the fluctuation in the import demand from the United States, let us say, in the matter of Australian wool. Unless there is wise planning here, any one of these situations may disrupt the economy of another nation. You will remember that the best trained economists and government officials met in a little New Hampshire town, and drafted the Bretton Woods Agreement. There were those who could not see the moral implications of that agreement. The good life is related to solutions of such problems. From Bretton Woods came a proposal known as The Fund. It is designed to solve the first problem of the flight of capital. There was another proposal called The Bank created to solve the second problem of stabilizing the flow of invest-

ment capital. It is at the conference table, in the laboratory, or in the library that the answers are found. Peace must be created.

But to bring all of this home more vividly than any words can possibly do, may I ask you how many here have relatives in the service? It would be interesting to see. Would you mind putting your hands up?—nearly everybody—and I shall not ask for those who look upon gold stars on the service flags at home and contemplate the white crosses far away. I flew out to Los Angeles last week to baptize my little grandson; his father was an infantry officer, and had just returned. I held that little one in my arms and wondered “Is my son’s son going to march a generation hence, or are we going to establish a world of law and of order?” That is the issue.

I cannot, of course, develop other aspects of this worldwide yearning for more abundant living except to say that the economic life must be rebased and remotivated to the end that, instead of its primary drive being the pursuit of self-interest, instead of its central organizing principle being autocratic, instead of its underlying philosophy being materialistic, all will be changed to the end that the great drive in the work life of tomorrow will be creative service, the organizing principle democratic, and beneath it all a philosophy that recognizes the worth of human beings.

The type of mind for which I plead is one that refuses to be bound by dogma, but is scientific in its outlook, and when it faces the economic sphere, instead of approaching a problem in terms of communism, socialism, syndicalism, capitalism, or any other economic theory, will ask what is the best possible means in this situation to solve this problem to the end that the result will be the production of what is necessary, useful, or beautiful for the benefit of human beings? I am of the opinion that as we face the economic issue in the United States we may reach the conclusion that, in the great majority of our enterprises, for a long, long time we will operate upon the basis of what we call private enterprise. However, when we go into the Tennessee Valley, we may decide the answer of the public corporation is best because it has enabled the people to develop the total resources of a great river for the benefit of the people. It has not been a matter of a power corporation developing power for the profits of its owners, but of the people building dams, controlling floods, reforesting the hills, ending erosion, bringing cheap power to the poor man’s home, in a word, lifting the life of all. So we use that answer there. The evidence is clear; it has not meant slavery. Or again, in the vast desert and mountain areas the collective answer may prove best. It is necessary there to transform millions of acres from desert and mountain land, unproductive at present, into proper soil for farms. The whole enterprise is so colossal that it is unattractive to private capital. Just as we reached the conclusion that the public school was best in facing the problem of education for all the people, so, too, in the matter of reclamation we may feel the collective answer is best. What I am pleading for is this: as we move into the economic change of the morrow, let’s not send into it individuals who come with a predetermined answer, refusing to face facts, insisting upon the application of a particular set of

dogma. Let us move into the situations and ask, in concrete situations, what is the best answer in terms of enriching personality?

Or again, as we deal with this spiritual drive at the base of things, this desire for more abundant living, we must face the racial issue and reach at the beginning the principle that a man's opportunity to earn his living ought to be based upon his character and his capacity, never determined by his color or, for that matter, his creed. Can we send people out with enough of that spirit so that the colored peoples of the world will not feel that it is necessary for them, as they think of emancipation, to unite upon the basis of color, to contemplate racial strife, but that together, recognizing our differences, we can nevertheless move forward together to build a better world? Certainly we must end the pattern of segregation and adopt the principle that a man's standing in the community is determined by what he himself actually is in terms of character and capacity.

We wisely consider the political and social structures essential to world law and order, economic justice, and racial brotherhood. Unwisely, we give insufficient attention to the education of the men and women who are to live in these structures. The Fascists sought to make the world Fascist. They therefore reared a generation in Fascist schools. The schools of Hitler produced the beasts of Belsen. The schools of American democracy produced the soldiers and sailors who defeated the forces of Fascism. The character of our teachers, the ideals to which they give their minds and hearts, the quality of their instruction, and the democracy they incarnate and manifest in classroom conduct and technic will determine the morrow. It was Adolph Hitler speaking but yesterday who said, "To the Christian doctrine of the infinite significance of the individual, I oppose with icy clarity the saving doctrine of the nothingness of the individual." I was in Weimar a few days after the American troops took that city, and I went out to the camp at Buchenwald—indescribable, incredible! I said to the colonel in command, "I want you to photograph this; I don't expect anybody to believe what I am seeing." I saw people lying there side by side, five to the width of a normal double bed, four great tiers coming out from the wall like shelves. I stepped into a room, that had been called a hospital, where people had been brought in and given injections by the experimenters. They died and were carted out to be burned the next morning. You were covered with vermin in a single visit to such a room. I saw something of the Fascist philosophy that lies in the term "the nothingness of the individual." It is a philosophy that decapitates its opposition. Democracy seeks to dignify its opposition, and in England speaks of "His Majesty's opposition." We believe in the interplay of ideas.

What kind of person is going to live in the new world? Do you recall Mussolini when speaking to his soldiers (to quote him now is like beating upon a broken drum, but we must remember he was but yesterday a Caesar) said, "Let's have done with this talk of brotherhood, the relations of states are the relations of force. One cry has come down upon the waves of the centuries and the series of generations, 'Woe to the weak'." Is that it, or are the strong to bear the burdens of the weak, not that they are to remain

weak, but that together we are to become strong? It is a question of faith in what is taught in our schools. Do you remember Goebbels? When he talked about propaganda, he said, "I sit at the organ, and my fingers find the keys. They hear the alluring melody and they follow." But what Goebbels did not know was that his poor club foot was beating out the march of death upon the bass pedals because the universe is not made for the lie. It is made for truth.

The practice of the moral law involves a knowledge of the moral law, dedication to the law, and discovery of the means to apply the law. For some to say that the public school is estopped from teaching the moral law is for these persons to falsify. The public school has been and is the chief bulwark of democracy, and its millions of devoted teachers are revealing in their persons and making vivid in their teaching the moral law upon which democracy rests. It is the fuller support and wider extension of public education that will determine the present conflict between the forces of liberty and the forces of tyranny.

Men who summon us to a Holy War against Communism are not only declaring war on Russia, but are diverting our attention from the primary obligation to democratize our own economic, political, ecclesiastical, and social life. Institutions erected upon authoritarian foundations or organized around autocratic principles, whether economic or ecclesiastical, political or social, must turn to the difficult task of "platter" and "sepulchre" cleansing. Autocratic voices fall on deaf ears in an hour when men are sensitive to the song of freedom. All organization must derive its powers from the consent of the governed. The proper demand for audit and report of financial transactions of a labor union to its members applies equally to business, church, and education. The people must determine policy. To control wisely is to know thoroly.

Personally, I believe that totalitarianism constitutes a threat not only to democracy, but to religion. However, I am persuaded that energy expended in fighting Communism, if devoted to preserving democracy, would make totalitarianism undesirable and democracy impregnable. The most certain way to destroy dictatorship abroad is to establish democracy at home. Americans who repudiate the whole concept of dictatorship and insist upon the preservation of liberty must be wise enough to see that liberty alone is not enough. Democracy includes liberty, equality, and fraternity. Free men must discover the means to establish the equality that roots in economic justice and racial brotherhood. With liberty and equality living in the common life man may move to fraternity.

When I am informed that it is to abandon the American way of life to plan in such fashion that equal opportunity be given to every child born under the stars and stripes, I simply cannot understand that kind of speech. Surely in this nation we can so plan for the morrow that there is equal educational opportunity available for every child. If it be there is a state that does not possess the economic status another state possesses, we must face the fact and see that it is not giving up our freedom to so plan that the child born in a state that lacks the wealth of another state nevertheless has the same

opportunity to possess the glory of the lighted mind. There are some who insist that to plan is to enslave. There are kinds of social planning that do lead to serfdom, but that all forms of social planning lead to serfdom is false. The American Telephone and Telegraph Company plans. The Ford Motor Company plans, and wisely so. Surely the people, in democratic decision, can plan in the matter of public health, education, social security, preservation of the natural resources, and those matters that make for fuller living for all our people, keeping final control in the hands of the people and making decisions by the people for the people. We must not allow reactionary elements to block democratic reform by labeling proposals as Communistic. American teachers, I believe, abhor the philosophy of materialism, reject the whole concept of dictatorship, desire full freedom for the individual. This does not mean, however, that free men cannot take proper steps to protect the group from the predatory individual and likewise to protect the individual from enslavement by the group.

We come now to the last word. I wonder, Mr. President, if you noticed what I noticed when I said "lastly." There is such a beautiful expression that flashes across the face of an audience when a speaker says "lastly." I deal with preachers, and I find that they are at home in the field of synonyms. So often after "lastly" they say "finally," then "in conclusion." But I really mean it. I have tried to point out that we must plan structures wisely, but with equal wisdom we must educate those who are to live in the structures. There is a vital aspect here that is often overlooked. I do not say this because you teach, nor am I saying it because I once had the privilege of teaching, but—to underpay the teacher is to undermine democracy. Underpaid teachers mean undertrained teachers. Poor instruction means poor citizens. Remuneration commensurate with the importance and service of the teacher is the test of sincerity in people who proclaim their love of democracy. It is in the practices of the democratically organized classroom, served by a highly trained teacher, democratic in spirit, that true democracy is learned. It is therefore imperative that the experience of the teacher be available when educational policy is determined. It is unfortunate that decision in the matter of educational policy is made in some communities by persons more interested in tax rates than in democratic character.

We must recruit from the present generation the ablest of that generation to teach the generations that are to come, and this whole question of the income of the teacher is involved. No teacher should be fearful in this matter of making proper requests for adequate remuneration. True enough, it may be interpreted as thinking in terms of self, but in reality it is thinking in terms of the teaching staff of the morrow to whom we must turn for the training essential for the preparation of democracy.

Let me put it this way. When my daughter was tiny, she came home from school one day and said, "Daddy, forsythia is very beautiful, is it not?"

I had not seen forsythia up to that time. We had but recently moved to Cambridge, Massachusetts, from California, and my daughter was in kindergarten where a very wonderful teacher was in charge of the little ones.

I said, "What do you know about forsythia?"

She said, "Today the teacher took us out, and we walked down the street."

Then my little daughter took me out of doors to a great flaming yellow bush. She said, "Daddy, that is forsythia."

That night I had to look up something about a man by the name of Forsyth—and a teacher who had taken children for a walk down the street had quickened the sense of curiosity and had brought an understanding of the beautiful to my child. There are teachers here from California. You, of course, know Tully Knoles. I can see him now in the classroom at the University of Southern California. When he assigned the first lesson in English History, we thought he was easy. He assigned us the first sentence in Green's "Short History of the English People": "For the fatherland of the English race we must look far away from England itself."

The next day when we came to class, he opened up the whole background of the British people, and we, who thought in terms of a few dates and an occasional foolish king, now thought of the movements of peoples, the developments of institutions. History became meaningful. When people talk to me about adequate remuneration for teachers, and some suggest that our teaching staff is overpaid, I think of the great teachers who have made life meaningful for me and who today are the chief bulwark of democracy. I know that from our classrooms the sons of democracy marched to preserve democracy. True enough, these young men may not have been able to give a definition of democracy that would have satisfied a political economist. Nevertheless, they knew the meaning of fair play, the value of cooperation, the worth of an individual. In their date with the world, Fascism was destroyed, and free men won the opportunity to make all free.

I began this address with a story of the war. I conclude it with another. I mentioned a younger son who was at Anzio. I mention an older son now. He was in Germany, came home the other day. The general in New York at Fort Hamilton was very kind—he told me I might go out on his yacht and meet the transport when it came into the harbor. We did. When the transport loomed up out of the mist, with its 3278 men aboard, I was interested in one above all the others. He was seated up there on a gun turret. He saw us standing on the deck and in a moment was at the rail of the great ship. He was the second ashore and before long was home with us. I had an engagement for that evening to speak in a church. It was a bit tough. I went up to that church that evening, talked. I mentioned the fact that my son had come home that day. At the close of the service, a lady took my hand and said, "I am so glad your son came home today."

I was about to thank her, when she said very bravely, "My son is in Belgium—he will never come home."

May I suggest to you, in remembrance of the men who did not come home, facing as we do this date with the world, let us answer the yearning of men and women for more abundant living by giving them world law and order, economic justice and racial brotherhood. Let's rear a generation fit to be called sons of God, and let's see to it that the teaching staff of the nation is recognized in the light of its worth to the morrow.

DEPARTMENTS OF THE NATIONAL EDUCATION ASSOCIATION

EACH DEPARTMENT was requested to provide for this volume a short statement of its activities and achievements during the year 1945-46. The fine cooperation of department officers in providing this material is hereby acknowledged.

A complete list of departmental officers for 1946-47 will be found beginning on page 485.

ADULT EDUCATION

The Department did not meet during the war years, but held a national meeting in collaboration with four other national agencies for adult education in April 1946.

In September 1945 the Division of Adult Education Service of the NEA was added to the Headquarters staff and the director of this division, by action of the executive committee of the Department, ratified by the members at the national meeting in April, was made executive secretary of the Department. The division has the responsibility of giving assistance to programs of adult and veteran education thruout the country. The purpose of the Department is to promote adult education of all kinds in the United States and to insure continuity of purpose and effort in the development of an effective national program.

Departmental officers participated in conferences in adult education at Philadelphia, Pa.; Baltimore, Md.; Atlanta, Ga.; Austin, Texas; Muncie, Ind.; Newark, N. J.; Chicago, Ill.; New York, N. Y.; Milwaukee, Wis.; Des Moines, Iowa; Columbus, Ohio; Trenton, N. J.; Ann Arbor, Mich.; Boston, Mass.; Swampscott, Mass.

The Department was affiliated with the American Association for Adult Education, the National University Extension Association, Educational Film Library Association, and American Library Association Board of Adult Education, in a national conference on adult education.

Several state and regional associations for adult education were affiliated with the Department, including: Iowa, Indiana, and Michigan.

Constitutional changes were suggested in the executive committee meeting in November 1945 and were ratified by the members at the annual meeting in April 1946.

The Department organized the National Work Conference on Veteran Education held in Cleveland, January 17 to 19, 1946, with over two hun-

dred educators from forty-three states present. This conference resulted in the formation of the Veterans Educational Council as a division of the Department of Adult Education, enrolling educators of veterans thruout the country.

Regional conferences on veteran education were held in Swampscott, Mass.; Jacksonville, Fla.; and Austin, Texas.

The director of the division (executive secretary of the Department) gave demonstrations on new methods in adult-education technic in New York, Chicago, Philadelphia, Detroit, Boston, Austin, Des Moines, Baltimore. In Baltimore the demonstrations were continued over a period of three months with sessions of two days a week, in a teacher-training program.

The executive secretary of the Department established, in conjunction with the Institute of Group Dynamics at Massachusetts Institute of Technology, a program of study and research into conference and work-group planning, leading toward the development of better methods of organizing conferences and work groups in education.

The Department of Adult Education was established by vote of the Representative Assembly July 8, 1921, as the Department of Immigrant Education. The first meeting was held in 1922 in Boston. In 1924 the name of the Department was changed to the Department of Adult Education. The Department meets twice a year, in the fall and in the spring. The annual dues, effective September 1, 1946, \$2, are payable to the Department of Adult Education of the National Education Association. The Department publishes the *Adult Education Bulletin* six times a year.

The officers of the Department for the years 1944-46 were: *president*, Roben J. Maaske, president, Eastern Oregon College of Education, La Grande, Oreg.; *vicepresident*, Perry L. Schneider, assistant to the director of evening schools, New York City Board of Education, Brooklyn, N. Y.; *secretary*, Emery W. Balduf, dean, Roosevelt College, Chicago, Ill.; *regional vicepresidents*: Mary L. Guyton, supervisor of adult civic education, State Department of Education, Boston, Mass.; Melvin W. Barnes, chief of Educational Services, U. S. Immigration and Naturalization Service, Department of Justice, Philadelphia, Pa., who succeeded Glenn Kendall when he assumed the position of dean of education at the University of Maine; R. E. Tidwell, dean of Extension Division, University of Alabama; H. M. Hamlin, professor of agricultural education, University of Illinois; Leo Jones, chief of the Bureau of Continuation Education, State Department of Education, Los Angeles, Calif.; *appointed members of executive committee*: Henry J. Ponitz, supervisor of extended education, State Department of Public Instruction, Lansing, Mich.; Paul H. Sheats, educational director of Town Hall, Inc., New York, N. Y., who was succeeded by Thomas A. Van Sant, director of adult education, Baltimore, Public Schools, when Dr. Sheats assumed the position of associate director of University Extension at the University of California, Los Angeles.

AMERICAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION, AND RECREATION

Increased emphasis has been given to counseling with individuals attending and working at committee and subcommittee meetings and conferences. Special attention has been given to opportunities for cooperation with the 14 national organizations with which the Association is formally affiliated and the National Education Association, National Recreation Association, American Public Health Association, U. S. Office of Education, U. S. Public Health Service, Children's Bureau, National Congress of Parent and Teachers, and many others. Thru participation by staff and board members the Association's interests have been represented and every member has indirectly taken part in the work of these groups.

Strengthening the internal organization of the Association has resulted from spread of responsibility, increase of cooperative effort, extended knowledge of the Association's purpose and program, and clear vision and sharpened focus on vital problems.

Ten issues of *The Journal of Health and Physical Education* were published. *The Research Quarterly* was published in October, December, March, and May.

The Association's recommendations and plans are as follows:

1. Sponsoring of special and general national and state legislation for a more adequate program in health education, physical education, and recreation.
2. Provision for timely and urgent information thru a leaders' bulletin.
3. Increasing membership to 20,000.
4. Using the slogan, "Marching Forward Together in Our Fight for Professional Status," as a basis for better cooperative efforts.
5. Sponsorship of a national conference on facilities for athletics, recreation, physical and health education.
6. Strengthening the international aspects of the Association's program.
7. Using widely the various reports of the Vocational Guidance Committee in recruitment of teachers.
8. Investigating possibilities of an Association yearbook.
9. Strengthening state associations and encouraging closer cooperation with state teachers associations.
10. Completing and publishing committee reports on facilities; vocational guidance; minimum standards for personnel, program, and facilities; standardized physical fitness tests; public relations; role of health education in total fitness; role of recreation in total fitness; organization of local and state associations; recreation platform.
11. Formulating policies in interscholastic athletics.
12. Cooperating with the NEA Commission on Safety Education in a project on safety in health and physical education and athletics.
13. Cooperating with the Educational Film Library Association in preparation and publication of three proposed manuscripts on selected films in health education, physical education, and recreation.

14. Cooperating with the Rural Service Division of the NEA on a publication, *Health, Physical Education, and Recreation for Rural Schools*.

15. Attempting to secure recreation and physical education consultants for the headquarters office.

16. Performing more effectively the services rendered in the past year.

17. Developing recommendations for the education of teachers.

This NEA department is the result of a merger in 1937 of the American Physical Education Association (founded in 1885 as the American Association for the Advancement of Physical Education; name changed in 1903) and the Department of School Health and Physical Education of the NEA (which had its beginning as the Department of Child Study in 1894). The Department holds its annual national meeting in April. In addition to the national organization there are six regional district organizations—eastern, midwestern, central, southern, northwestern, and southwestern.

Permanent headquarters were established at the NEA in 1937.

AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS

Regional conferences—Early in the fall the ban on the holding of conventions was lifted by the Office of Defense Transportation. Hopefully, invitations were sought from convention managers. None was forthcoming. Accordingly steps were immediately taken to organize a series of regional conferences altho hotel accommodations even for such small gatherings were found to be inadequate. Even after the close of hostilities hotels were normally booked to capacity every night. Late in September President Charles H. Lake announced that regional conferences had been scheduled for Kansas City, Atlanta, New York, and Chicago. It was hoped to hold a fifth conference on the Pacific coast, but congestion on railroads and in hotels made such a meeting inadvisable. Limitations of housing facilities and meeting places made it necessary to confine invitations to those who held 1946 membership cards of the American Association of School Administrators.

The programs of the conferences were timely and stimulating in spite of the fact that fifteen out of thirty-four speakers originally scheduled to address the general sessions were unable to keep their engagements. The departure of the educational mission to Japan was the largest single factor in this situation.

Publications—The 1946 yearbook, entitled *School Boards in Action*, was distributed to members in February. It was prepared by a ten-member commission which included four prominent schoolboard members. It outlines many of the functions of schoolboards and suggests procedures based upon long years of experience. Members also received the 1945 *Official Report*, several issues of the *News Bulletin* entitled *The School Administrator*, four issues of the NEA research bulletin, and a number of printed committee reports covering such topics as plastics, adult education, training

in service, and a description of the work of the Metropolitan School Study Council.

Educational Research Service—This clearinghouse of research on school administration, which the American Association of School Administrators and the Research Division of the National Education Association maintain cooperatively, is supported on a subscription basis, with an annual fee of \$25. Hundreds of letters from subscribers, requesting information on current administrative problems, were answered during the year. Some of the topics on which information was most frequently sought were: salaries of school employees; school costs and educational financing; construction, equipment, use, and maintenance of school buildings; boards of education; teacher supply and demand; teaching load; veterans education; curriculum; retirement and tenure; and record and report card forms. Thru this service, at frequent intervals during the school year, subscribers received timely studies of current educational problems, bibliographies, tabulations, lists of references to published materials of many sorts, and ten issues of the *Educational Research Service Circular*. At present the service enrolls 656 subscribers.

Finances—The American Association of School Administrators has a membership fee of \$5 per year, in addition to dues in the National Education Association. Dues for the current year have been paid by 4593 members. Yearbook sales, the Educational Research Service, and the conference exhibits provided other substantial sources of income.

At the meeting of the National Teachers' Association in Harrisburg, Pennsylvania, in August 1865, the National Association of School Superintendents was formed. The first meeting was held in February of the following year in Washington, D. C.

In 1870 the Association became one of the four original departments of the National Education Association. Under the act of incorporation of the National Education Association passed in 1908, it was called the Department of Superintendence of the National Education Association. In 1921 the Department was reorganized with a full-time executive secretary at NEA headquarters in Washington. At the New Orleans convention in February 1937 the Department adopted a revised constitution and by-laws, which changed the name to the American Association of School Administrators.

AMERICAN ASSOCIATION OF TEACHERS COLLEGES

The American Association of Teachers Colleges held its annual meeting at Cleveland in February 1946. The program was planned in cooperation with the Council on Cooperation in Teacher Education, which includes seventeen related organizations. This was the first meeting of the membership since 1942.

The AATC also conducted a school for executives at Chautauqua Lake

in June. The first school for executives was held in 1942 at Clear Lake, Michigan, the second in 1944 at Jackson's Mill, West Virginia.

The Association published its Twenty-fifth Yearbook, containing the proceedings at the annual meeting, committee reports, and reports of the officers of the Association.

The standards committee has current studies in safety education, the study of student teaching, school health policies, curriculums of the teachers colleges, teachers college buildings, library standards, laboratory and shop equipment, religious practices in the state teachers colleges, education for international understanding, camping education, and conservation. In addition the standards committee has a current study in applied economics in cooperation with the Sloan Foundation which involves experimental programs in twelve teachers colleges with a full-time consultant. A study which concerns salaries, promotions, ranking, retirement, and emeritus standing will be published in 1946. The standards committee has also been cooperating in a study of intercultural education which is sponsored by the Council on Cooperation in Teacher Education.

The accrediting committee makes special studies of institutions seeking membership in the Association and institutions already members where conditions demand it. It maintains cooperative relationships with state boards of education. During the past year an investigation was made of the state colleges at Alva and Weatherford, Oklahoma, by a special committee.

Membership in the Association is institutional. The membership fee is \$50.

Publications of the Association may be obtained from the secretary, Charles W. Hunt, State Teachers College, Oneonta, N. Y.

The American Association of Teachers Colleges, a department of the National Education Association, takes the place of the Department of Normal Schools, which was formed at the Cleveland meeting, August 19, 1870, by a reorganization of the American Normal School Association which had been organized in 1858. In 1924 it was voted to appoint a committee to discuss the possibility of combining with the American Association of Teachers Colleges. In 1925 the combination was effected.

AMERICAN EDUCATIONAL RESEARCH ASSOCIATION

The editorial committee has prepared and published *Reviews of Educational Research* on the following topics: "The Natural Sciences and Mathematics"; "Methods of Research and Appraisal in Education"; "Social Foundations of Education"; "Language and the Fine Arts"; and "Teacher Personnel."

The Department is exploring the possibilities of (a) issuing a revision of the *Encyclopedia of Educational Research*; (b) developing cooperative relationships with other groups so as to increase the distribution of research findings; (c) informing Congress of the role of educational research in the proposed plan of federal support of research for defense purposes; and (d)

publishing bibliographies prepared by the military forces during the war period.

Because of emergency conditions the Association did not hold either its general or regional conferences.

The American Educational Research Association was formed in 1915 as the National Association of Directors of Educational Research. It became a department of the National Education Association in July 1930. This Association is composed of persons who are engaged in technical research in education, including directors of research in school systems, instructors in educational institutions, and research workers connected with public or private educational agencies.

Annual dues for active members of the Association are \$5. The chief publication of the Association is the *Review of Educational Research*, published five times a year, Volume I having been published in 1931.

The officers of the Association for the year 1945-46 were: *president*, Alvin C. Eurich, vicepresident, Stanford University, Stanford University, Calif.; *vicepresident*, Ernest Horn, professor of education, State University of Iowa, Iowa City, Iowa; *secretary-treasurer*, David Segal, consultant, U. S. Office of Education, Washington, D. C. The members of the *executive committee* are the president, vicepresident, secretary-treasurer, and chairman of the editorial board, ex officio, and the immediately preceding past-president, J. Wayne Wrightstone, assistant director, Bureau of Reference, Research and Statistics, New York City Board of Education, Brooklyn 2, N. Y. The members of the *editorial board* were: J. Cayce Morrison, New York State Education Department, Albany, N. Y., *chairman and editor*; Arnold E. Joyal, dean, School of Education, University of Oklahoma, Norman, Okla.; Paul R. Hanna, professor of education, Stanford University, Stanford University, Calif.; and the president and secretary, ex officio.

AMERICAN INDUSTRIAL ARTS ASSOCIATION

Complying with ODT restrictions, no annual meeting was held in 1945. All officers and committees continued in office. Work has gone forward thru various standing committees. The 1946 meeting was held in Chicago May 10-11. Charters were granted to three industrial arts associations which requested affiliation. This increases the number of affiliated associations to 36.

The Industrial Arts Teacher, official publication of the Association, has continued thru the year and has gained national recognition and prestige. Timely articles on industrial arts education and scholarly editorials have appeared in each number. This publication carries no advertisements and is published as a professional service without cost to all active members of the Association.

It is expected that the Association will produce and distribute to its

membership and school officials quite generally, a substantial publication, *Industrial Arts—Its Scope in General Education*. Basic outlines are complete for evaluation purposes and the final publication should be ready within the year. The Liaison Board will extend public relations and plan industrial arts programs for various local, state, and regional affiliated associations.

The American Industrial Arts Association became an NEA department at the Denver convention in July 1942.

ART EDUCATION

The Department of Art Education has continued its program during the past year of supplying reference materials free to members. These have included posters and picture maps, and the Capehart and Book-of-the-Month Club prints of great paintings. Lists of exhibitions available, Kodachrome slide sales and exchanges, and bibliographies of interest to artists and teachers have been sent to all members.

In August 1946 Art Department members will receive from the University of Colorado Art Department a publication containing ten silk-screen illustrations in four or more colors and forty or more mimeographed line drawings on the subject of African art. The material will include textiles, masks, and figurines. In September members will receive a pamphlet on American Negro painting. This is a master's thesis from the University of Michigan, which will contain valuable reference material on American Negro art from colonial times to the present. The committee on reference materials assures us that the Pepsi-Cola and Ingersoll calendars, as well as other color prints and posters, will be distributed again this year.

A closer affiliation is being worked out among all regional and sectional art groups. Headed by Elinor Plumley of the Albright Gallery in Buffalo as national membership chairman, an increased effort is being made to reach all art teachers as well as gallery and museum directors in order to unify art-education activities. At the Buffalo meeting the Art Department resolved to seek a more active place on general education programs. Members were also urged to exchange ideas and to use the available publications whenever possible to illustrate art-education accomplishments.

On the program in Buffalo July 1 an afternoon panel discussion was developed on relating the art-education program to the needs of the community. Those participating were Olga Schubkegel of Hammond, Indiana, president-elect of Western Arts, who enlarged the Harvard report; Edith Mitchell, director of art for the state of Delaware, who demonstrated with Kodachrome slides the emotional and spiritual factors of community life; and Alfred Howell, director of art in the Cleveland, Ohio schools, who acted as moderator.

The evening meeting following a dinner at the Victor Hugo Restaurant was addressed by Edward Rannells, head of the art department of the University of Kentucky, on emotional stability. "The refining of the senses

is the only hope for offsetting vulgarity, and all education rests on the foundation of sensuous experience. Physical, intellectual, and emotional balance are necessary to the well-rounded personality, and emotional honesty is as essential as intellectual integrity."

Work is continuing under the chairmanship of Clara MacGowan on the Carnegie grant to study teacher qualifications in art. The publication date of this study has been delayed, as many of the committee members have been in the armed services.

Members of the Art Department regret that Marion Miller of Denver, Colorado, resigned her post as president in the middle of the year.

The Department of Art Education became a part of the National Education Association by vote of the Representative Assembly on July 6, 1933. The Department meets twice a year. The winter meeting is held in connection with the American Association of School Administrators, and the summer meeting with the National Education Association. Annual dues, from August 1 to July 31, are \$1, payable to the treasurer of the Department.

ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT

The national convention held in St. Louis in March 1946 by ASCD represents its first meeting held as an independent group, and also the first meeting of any large number to convene since the war's end.

The Committee of Twelve, a committee organized on a regional basis, is a major department activity, in that its chief function is to help determine field problems and bring these to the attention of the national officers. This is one of the ways in which ASCD attempts to give emphasis to a grass-roots approach.

One of the newest committees is that on Basic Education in the Secondary Schools. Its core committee in the Portland, Oregon area has compiled reports on general education in a number of schools in the local area which will be sent to core-committee members thruout the country—representing approximately 50 individuals. Thru such an interchange of opinion, basic education programs in local communities may be compared with experimentation thruout the entire country.

Another important committee is the ASCD Legislative Committee in the District of Columbia which keeps the membership informed of Congressional legislation and activities concerned with the social betterment of today's youth.

Aware that an essential approach to better education is thru helping adults understand children, ASCD sponsors jointly with the Association for Childhood Education and the National Association of Supervisors of Student Teachers two committees devoted to interpreting children and youth, one centering its attention on interpretation thru films; the other

thru lay publications. Out of the work of the film committee has come an annotated listing, *Films Interpreting Children and Youth*. An understanding of youngsters is further stimulated by the pamphlet *Discipline for Today's Children and Youth*, and by an issue of *Educational Leadership* dealing with studies in child development. Many curriculum problems have been discussed in the issues of *Educational Leadership*.

One of the committees which will be active during the coming year is the Committee on Materials of Instruction which has considered the proposal that ASCD sponsor a publication dealing with the choice and use of materials of instruction in modern schools. This committee will make specific plans for the nature of a publication which will help teachers see the use of materials in the total pattern of living and learning.

Two committees on research articles will give emphasis to the use of research in improving the school curriculum. ASCD will sponsor one issue of the *Journal of Educational Research*, and will collect articles which will appear in *Educational Administration and Supervision* under the association's sponsorship.

ASCD will also cooperate with the Committee on International Relations for the NEA in working on the problem of the development of international understanding with particular emphasis in the high-school area.

Plans are going forward for the publication of the 1947 yearbook which will deal with the organization of the elementary school as it affects the quality of children's experiences in the schools.

The 1947 national convention of ASCD will be held in Chicago at the Sherman Hotel March 23-26, 1947.

The Department of Supervisors and Directors of Instruction had its inception as an independent society called the National Conference on Educational Method, organized in February 1921. The first number of its publication, the *Journal of Educational Method*, was published in September of the same year. At the Boston meeting of the NEA in February 1928 the name of the society was changed to the National Conference of Supervisors and Directors of Instruction, and the Executive Committee was instructed to prepare a petition asking for acceptance as an NEA department. This petition was acted upon favorably at the Minneapolis meeting in July 1929 and a regular department was thus created.

On March 1, 1943, the Department of Supervisors and Directors of Instruction merged with the Society for Curriculum Study, founded in 1924, and changed the name of the organization to the Department of Supervision and Curriculum Development. On January 1, 1946 the title of the organization was changed to the Association for Supervision and Curriculum Development by a majority vote of the membership. The Association publishes a journal now called *Educational Leadership* (combining *Educational Method* and *Curriculum Journal*) and a yearbook.

CLASSROOM TEACHERS

The work of the Department of Classroom Teachers is divided into:

Promoting the work of the Department with its convention plans, correspondence, committees, field trips, conferences, and editorial work.

Assisting local associations with their organization problems.

Handling the records, correspondence, and promotional work in connection with the affiliated associations of the NEA.

The Department realizes that the local association is the cornerstone of professional organization activities; that it is the workshop in training for leadership; that state and national associations gain in strength and ability to serve as professional attitudes and loyalties are built thru the activities of the local associations. Therefore, the Department has undertaken a more intensive program of rendering direct assistance to local associations.

Local conferences covering an entire state were planned in order to invigorate the activities of the existing local organizations and to encourage the organization of other local groups.

Five regional conferences were held:

Northeast—New Haven, Connecticut
Southeast—Birmingham, Alabama
South Central—Lincoln, Nebraska
North Central—Chicago, Illinois
Northwest—Spokane, Washington

In the past year, representatives of the Department have participated in regional and state conferences, state educational association conventions, local association meetings, and planning conferences in forty states. Approximately 50,000 teachers have been contacted thru this field work. In addition, President Walker, Mabel Studebaker, Muriel Hampton, and E. W. Jacobsen toured England, Scotland, and Wales during October and November 1945 as guests of the British government. They visited eighty-five schools, interviewed administrators, teachers, and parents, and talked with thousands of school children.

This experiment in creating goodwill and understanding made it possible for these teachers to secure a cross section of the lives, interests, and education of the children of the United Kingdom. It also furnished an excellent opportunity to meet with teacher organization leaders in these countries and to view at first hand the problems confronting them.

The Department of Classroom Teachers held its first session at the St. Paul meeting July 8, 1914. It was organized in response to petitions representing classroom teachers in all parts of the country. The Department was reorganized under a constitution at the Boston meeting in July 1922.

The Department meets at the time of the annual meeting of the Association. The chief publication is the *News Bulletin*.

The officers of the Department for the years 1944-45 and 1945-46 were: *president*, Beulah Keeton Walker, activities director, Alex W. Spence

Junior High School, Dallas, Texas; *vicepresident*, Mary Virginia Morris, elementary teacher, Soto Street School, Los Angeles, Calif.; *secretary*, Ona C. Raines, social studies teacher and student adviser, Horace Mann Junior High School, Tulsa, Okla.; *executive secretary*, Hilda Maehling, 1201 Sixteenth Street, N. W., Washington 6, D. C.; *director ex officio*, Mabel Studebaker, science teacher, Gridley Junior High School, Erie, Pa.; *northeastern regional director*, Regina E. Smith, English and social studies teacher, Nathanael Greene Junior High School, Providence, R. I.; *southeastern regional director*, Mary Titus, physical education teacher, Cammack Junior High School, Huntington, W. Va.; *north central regional director*, Jean Armour MacKay, librarian, Angell School, Highland Park, Mich.; *south central regional director*, Marie A. Ernst, English teacher, Soldan High School, St. Louis, Mo.; *northwestern regional director*, Elidia A. Salverson, elementary art teacher, Washington School, Seattle, Wash.; *southwestern regional director*, Robert J. Hannelly, mathematics teacher, Phoenix Junior College, Phoenix, Ariz.

ELEMENTARY SCHOOL PRINCIPALS

As the year 1945-46 comes to a close, the Department of Elementary School Principals looks back over the best year in its history. With a larger volume of work and with fewer hands to do it, the Department's field representatives—state and local—have assumed greater responsibility. Nearly 8600 members have been served this year, a large percent of them new in their positions. Each member was sent a copy of the 24th yearbook, *Community Living and the Elementary School* and five issues of *The National Elementary Principal*.

In addition to these, each member received a complimentary copy of *Safer Highway Travel*, prepared by the National Commission on Safety Education; *Looking Toward Tomorrow's Education*, prepared by the joint committee of the NEA and the NCPT; *The Public and Education*; and several issues of the *Leaders Letter*. New members of the Department this year received a complimentary copy of the 19th yearbook, *Meeting Special Needs of the Individual Child*, in addition to the publications for the current year.

An extra 500 copies of *The Elementary School Principalship—Planning the Future*, a 16-page bulletin emphasizing the improvement of elementary school principals thru careful selection, systematic preparation, standards, recognition, professional opportunities, community leadership, and professional organizations, were ordered and distributed. The Committee on the Principalship has begun preparation of the second edition of this bulletin, entitled *The Elementary School Principalship—Factors in Planning*.

The Eighth Annual Conference on Elementary Education was held at Syracuse University, Syracuse, New York, July 8-19, 1946. The theme of the conference was "Strengthening World Organization—the Function of the Elementary School." The high quality of the seven previous conferences was maintained.

Thru *The National Elementary Principal* and contacts with state and local elementary-school principals' clubs, the Department will endeavor to stimulate the elementary-school principals to aid in raising the position of the principalship to the high level it deserves.

Looking toward the future, plans are being made to give elementary-school principals the leadership they must maintain in solving educational problems. As one step toward this goal the 25th yearbook, *World Goodwill*, will be sent to all members.

The membership fee of \$3, in effect for many years, will be continued, thus maintaining a low cost to members. The Department provides assistance to elementary-school principals and others interested in elementary education.

The elementary-school principalship came in response to educational needs. In pioneer days, schools usually had only one teacher, but as our country grew and prospered, life became more complex. As additional teachers were assigned to take care of the increasing number of children enrolled, one was called the *principal teacher*, later the *principal*. Today the position has risen to a major administrative and supervisory level.

The Department of Elementary School Principals, temporarily organized as the National Association of Elementary School Principals at the Atlantic City meeting of the Department of Superintendence in February 1921, became a department of the NEA at Des Moines in July 1921. It was organized to meet problems in elementary education with a united mind and purpose and broad and sympathetic outlook. Since the elementary school lays the foundation of all education, the elementary-school principal holds a position of prime importance, which makes this one of the basic departments in the Association's life.

A permanent headquarters office was established in 1931 with a full-time executive secretary. The Department meets twice a year except in wartime.

The Department's bulletin made its first appearance in October 1922. As *The National Elementary Principal*, it goes to department members five times a year, keeping them informed as to what is happening in elementary education. The Department has published an important series of yearbooks, beginning in 1922.

HIGHER EDUCATION

The Department worked actively for higher education in many matters before Congress. Amendments to Public Law 346 were sponsored leading to liberalized educational provisions for veterans; increased subsistence allotments; more adequate compensation to public institutions; longer period of educational benefits for veterans; outright grants to cover educational benefits to veterans.

Other legislative objectives included: preventing enactment of compulsory military training; promotion of research; federal scholarship grants; international cooperation in educational matters; amendments of selective service

policies to exempt teachers, those preparing to teach, and college students in critical fields in addition to science and medicine; civilian control of atomic energy.

The Department sponsored the National Conference on Veterans Education in Colleges and Universities held in Chicago in April, and provided leadership for the National Emergency Conference on Teacher Preparation and Supply in July at Lake Chautauqua.

News letters were issued on legislative and other matters of concern.

The Department provided its officers as speakers and participants for more than 100 meetings.

Among the Department's aims and plans are these: (a) To distribute publications of vital interest to college faculties; (b) To sponsor conferences and action on problems confronting higher education; (c) To provide legislative representation for higher education; and (d) To bring an ever-increasing number of college personnel into activities of the profession.

The Department of Higher Education, one of the original departments of the NEA, continued active until discontinued in 1924 by vote of the Board of Directors. It was reestablished by the Representative Assembly in July 1942.

HOME ECONOMICS

The Department has taken the initiative in seeking the support of the Home Economics Education Section of AVA and the AHEA to have the folder, "National Organizations Serving Home Economics Teachers and Administrators" reprinted. This has proved very helpful to teachers and administrators.

The Department has representation on the advisory committee for the recently organized Future Homemakers of America, a national high-school students' home economics club. The Department assisted with the original planning.

Our representatives on the Consumer Education Study of the National Association of Secondary-School Principals completed their work on the pamphlet, "Consumer Education and Home Economics in the Secondary Schools."

A bylaws revision committee has recommended the additional office of president-elect to provide for more continuity of the administration of department affairs.

The Department will continue to cooperate with organizations concerned with education for home and family life. It will be active in furthering plans of the Coordinating Council of the three national home economics organizations for recruiting students to enrol in professional home economics courses.

A concerted effort to increase membership will be made. Ways of keeping members in closer contact with officers and Department affairs will be sought. Efforts will be made to strengthen the relationships between the Department and the parent organization.

In the 1870's courses in sewing and cooking were included in the school curriculum, but not until the early 1900's was homemaking instruction broadened. The Smith-Hughes Act in 1917 gave great impetus to the home economics movement.

In 1930 the NEA Department of Supervisors and Teachers of Home Economics was created. In 1938 the name of the Department was changed to the Department of Home Economics. The Department publishes a news letter containing the report of each meeting.

INTERNATIONAL COUNCIL FOR EXCEPTIONAL CHILDREN

Over 1250 people attended the 22nd annual meeting of the Council in Detroit March 7-9, 1946. Reorganization of the Council was completed. Nine regional areas were created, seven of which are in the United States, one in Canada and one from outlying areas. Delegates from these areas will be the representatives at the conventions and will make recommendations and plans. The 23rd annual convention will be held at the home city of the president, Ottawa, Canada, in 1947.

The Council has prepared eight issues of *The Journal of Exceptional Children*. Local chapters have been strengthened to hold activities, programs, and meetings, not only for their own members, but for other teachers and officers in public and private institutions and agencies, particularly those concerned with the education of handicapped children. Membership has been increased by approximately 300 during the year and 16 new chapters have been formed.

Enactment of special educational laws in Maine and Iowa has been secured thru the efforts of the Council. Other states are securing laws and educational programs for handicapped children.

Assumption of responsibility by the states for education of handicapped children began more than a century ago. The first state school for the deaf in the United States was established in Hartford, Conn., in 1817, and by 1850 educational opportunity for handicapped children was provided in many states.

Application for establishment of a Department of Special Education was made at the Atlanta convention in 1929. A petition bearing more than 250 names was presented at that meeting and the creation of the Department was authorized the following year. In July 1941 the International Council for Exceptional Children and the Department of Special Education merged. The name of the NEA department was therefore changed to the International Council for Exceptional Children. The Department generally meets once a year.

KINDERGARTEN-PRIMARY EDUCATION

It has been the practice for much of the planning of the Department of Kindergarten-Primary Education to revolve about a professional meeting at convention time. The purpose of this gathering is principally to afford inspiration and guidance to teachers in the kindergarten-primary field. Such a meeting was held in Buffalo during the national meeting.

The Kindergarten-Primary Department held an afternoon session on July 1, 1946, at the national meeting in Buffalo. The topic for the panel discussion was "Recent Developments and their Implications for Education at the Kindergarten-Primary Level." The topic was developed from three points of view: the physical by Richard A. Downey, M. D., pediatrician of Buffalo, N. Y.; the psychological by Celia B. Stendler, instructor in early childhood education, Teachers College, Columbia University; the administrative by Mary Leeper, executive secretary, Association of Childhood Education.

The report of the resolutions committee was adopted, election was held, and other routine business was transacted.

The Department of Kindergarten-Primary Education grew out of a meeting of the Froebel Institute of North America which met in connection with the Association's meeting in Madison, Wisconsin, in 1884.

The name of the Department was changed in 1927 to the Department of Kindergarten-Primary Education. The Department meets in July.

The officers of the Department for the years 1944-46 were: *president*, Adeline Stevenson, 504½ Front St., Fargo, N. Dak.; *vicepresident*, Elizabeth Spargo, 65 Dracut Street, Dorchester, Mass.; *secretary*, Vivian Mero, 600 Eleventh Street South, Fargo, N. Dak.; *executive committee*, Olga Karsbreck, Moorhead, Minn. (term expires 1946); Frances Potts, 149 Grand Street, Newburgh, N. Y. (term expires 1947); Mildred Moss, 236 Woodbridge Avenue, Metuchen, N. J. (term expires 1948); Ruth Newby, 527 E. Washington St., Pasadena, Calif. (term expires 1949).

LIP READING

Designing, editing, and printing a set of posters, under the direction of the Public Relations Committee, was the outstanding contribution of the Department for the year. The posters filled a long-felt need for display material.

This committee also prepared the material for the spring issue of *The Lip Reader*, which featured care and use of hearing aids.

The Committee on Amendments to the Constitution prepared an excellent study of the new names and suggested amendments.

The Department has furnished information to those seeking to establish new programs for hearing conservation and to those preparing talks.

The Membership Committee will devise a plan for combining state and national dues in order to stimulate 100 percent membership. The Department

will sponsor the modern program for prevention of deafness; detection of deficient hearing; medical correction; training of the auditorily-handicapped for effective living; and educating the community in the use of remedial measures for the prevention of deafness. It will cooperate with local, state, and national rehabilitation programs.

Lip reading was taught to some extent in American schools for the deaf more than a century ago. However, Alexander Graham Bell's invention and his interest in teaching speech and lip reading, introduced principles that have been utilized in developing the present public-school program for conserving hearing. Physicians were making surveys of the hearing of school children as early as 1880, and a little later the NEA appointed a Committee on Statistics of Defective Sight and Hearing in the Public Schools. The first lip reading classes for adults to be conducted in the evening schools were opened in 1913, and the first of such classes for school children was inaugurated in Rochester, N. Y., in 1916. In 1918, Caroline Kimball, a public-school teacher, started a lip reading class in the public schools of Lynn, Mass. It was the public-school teachers of lip reading, led by Miss Kimball, who asked permission to meet at the annual NEA convention in 1924 and 1925. A department was established in July 1926.

MUSIC EDUCATORS NATIONAL CONFERENCE

The activities of the Department of Music (Music Educators National Conference) during the 1945-46 period may be summarized as follows:

Wartime activities were carried on thru the spring and early summer of 1945 but gave way to the postwar program for which preparations had been in the making since the fall of 1944.

The six division conventions scheduled for the spring of 1945, arrangements for which had been largely completed, were canceled and in their place a Consultants' Council was organized for each of the six areas. These Councils, composed of heads or representatives of state units and other leaders—about fifty from each division area—gave their entire attention to immediate and long-range plans for postwar activities and developments.

The four-year program of curriculum studies, inaugurated in 1942, focused the work thus far done in some forty committee areas. The reports of the committees were combined and consolidated in one volume published in March 1946.

Under the supervision of the Board of Directors and the Advisory Cabinet, the five-year "advancement" program was set up and adopted. This program takes into account the results of the reports of the 1945 Consultants' Councils and the curriculum studies.

In August 1945, plans for the first postwar convention (Cleveland, Ohio, March 26-April 2, 1946) were expanded and developed. The entire program of the convention was geared to the immediate and long-term needs of the postwar plan above referred to.

Two important features of the Cleveland convention, which have significant bearing on the activities and policies of the Department, were (a) the first meeting of the State Representatives Assembly, composed of the presidents of the affiliated State Music Educators Associations, which are component parts of the national organization; and (b) the organization of the Latin-American Association of Music Educators. This was accomplished by the Advisory Council on Music Education in the Latin-American Republics, which was composed of seventeen representatives of music education who were in attendance at the convention from eight Latin-American republics.

The preceding item has direct relation to the long-term cooperative relationship of the MENC with the Pan American Union and the State Department which began in 1940. During this period the associate executive secretary made two trips of six months each, covering all of the other republics. Certain of the countries were revisited on the second trip, which was completed in December 1945. The MENC is continuing its cooperation thru the Department of State with other countries of the world, including Europe and the Orient. The MENC is also acting in an advisory capacity to the Department of State on plans now being made for music education cooperation and exchange with the United Nations Educational, Scientific and Cultural Organization (UNESCO). Effort is also being made toward closer organizational ties with provincial school music organizations in Canada.

The affiliated State Music Educators Associations, most of which are music sections or departments for their respective state education associations, have resumed full programs of activities. All of the state associations have announced plans for 1946-47 and were able to present sufficient information to afford a countrywide preview in the June 1946 issue of the MENC magazine.

Contests and festivals and similar activities which serve as adjuncts to the school music program, were resumed in the spring of 1946, but national or interstate activities of this kind have not as yet been planned. However, the various state organizations sponsoring or cooperating on these projects are receiving the customary aids and materials from the MENC auxiliaries, the National School Band, Orchestra, and Vocal Associations. The NSBOVA, which published their last National School Competition-Festivals Manual in 1943, are now working on their first postwar manual.

The Music Education Exhibitors Association, another MENC auxiliary, presented a highly significant and educational exposition of materials and equipment at the Cleveland convention, and is now planning a series of expositions for the six MENC division meetings to be held in the spring of 1947.

The 1947 division meetings are scheduled as follows:

- Southwestern—March 12-15, Hotel Tulsa, Tulsa, Oklahoma
- Northwest—March 24-26, Olympic Hotel, Seattle, Washington
- California-Western—March 30-April 2, Hotel Utah, Salt Lake City, Utah

North Central—April 9-12, Hotel Claypool and Hotel Lincoln, Indianapolis, Indiana
Southern—April 17-19, Tutwiler Hotel, Birmingham, Alabama
Eastern—April 24-27, Hotel Abraham Lincoln and Hotel Berkshire, Reading, Pennsylvania

The MENC publishes the *Music Educators Journal*, now in its thirty-third year, Research Council bulletins, Teacher Aids, and occasional special bulletins such as *Are You Interested in Music as a Vocation?*—a booklet of factual information prepared by MENC for the Music Advisory Council of the Joint Army and Navy Committee on Welfare and Education and designed especially for the use of veterans. The second volume of the MENC Curriculum Committee reports, published in 1946, affords a temporary substitute for the regular yearbook, publication of which was suspended during the war.

The next national biennial meeting of the Department will be held in Detroit the second week of March, 1948.

The Department of Music Education of the National Education Association was created by the Board of Directors at the convention held in Madison, Wisconsin, in 1884. The MENC grew out of a meeting of music educators which convened in Keokuk, Iowa, in 1907. The organization plans formulated at this meeting were consummated the following year at the meeting of the Department of Music at Cleveland, Ohio. After 1908 the Music Supervisors National Conference, as the new organization was known, held independent meetings and also cooperated with the NEA and its Department of Music. The latter was active until 1928, when it was discontinued. In 1934, in response to a petition signed by a large number of music educators in attendance at the biennial convention of the MENC in Chicago, the Department of Music was reinstated by action of the Representative Assembly. Close cooperation and the sympathetic and helpful relationship between the MENC and the NEA and its Department of Music led to plans for affiliation. In 1940 the MENC became the Department of Music of the NEA, merging with the Department of Music Education.

The Conference meets biennially; regional conferences in the odd years. Dues are \$3 plus state dues in the affiliated states, of which there are now forty-one.

NATIONAL ASSOCIATION OF DEANS OF WOMEN

The National Association of Deans of Women has concentrated this year on increasing membership in order to insure both personnel and financial backing for an expanded program in the postwar educational field. The results have been gratifying as membership will exceed 1000. Congested transportation and hotel facilities necessitated cancellation of a national convention for another year. It was possible, however, to hold regional meetings in connection with the Council of Guidance and Personnel Associations in New York, Washington, Atlanta, Cincinnati, Denver, and

Portland, Oregon. Successful meetings of state associations have also been held. *The Journal* continues to publish excellent studies in the field of guidance and personnel.

The Association plans to maintain a full-time office staff in the future. It is also anticipated that special research projects will be published.

The evolution of coeducation may be described in terms of the administrative officer chiefly concerned—the dean of women. Earliest holders of this office were in coeducational institutions. Often called the first woman dean was Mrs. Marianne Parker Dascomb, known as the “Lady Principal of the Female Department” at Oberlin College in 1835.

The National Association of Deans of Women, the oldest personnel organization in the United States, was organized in 1916 after a series of conferences which began in 1902. The Association is the national professional organization of deans, counselors, and advisers engaged in student personnel work in highschool and college. It became an NEA department in 1918.

The first meeting was held in Pittsburgh, Pa., July 1, 1918, with Dean Kathryn Sisson McLean of Ohio Wesleyan University as first president. Permanent headquarters were established at the NEA in 1931.

NATIONAL ASSOCIATION OF JOURNALISM DIRECTORS OF SECONDARY SCHOOLS

The goal for our department during the year has been to keep the spirit as well as the letter of the Four Freedoms, to instil into the minds and lives of the girls and boys who work on school publications the ideals of fair play, truth, and tolerance. Our aim is to profit *today* by the history of *yesterday* so we can make *tomorrow* a world where little nations as well as powerful nations may live in security, friendliness, and cooperativeness with their neighbors; where being a member of a particular race, color, or creed is neither an asset nor a liability; where the rule of journalism—to see straight, think straight, and tell the truth—will prevail.

The National Association of Journalism Directors voted affiliation with the National Scholastic Press Association in order to make a greater contact with teachers of journalism and directors of publications.

At the executive council meeting held last December in Chicago, committees were appointed to make a survey of status of journalism in the 48 states, to make an investigation of the journalism teaching load, to check courses of study, and to investigate journalism teacher-training opportunities. Reports will be made at the executive council meeting (officers and regional directors) at the annual meeting during the joint convention of NSPA and NAJD in Milwaukee, November 28-30.

The National Association of Journalism Directors, organized more than fifteen years ago, voted to ask department status of the National Education

Association at the Detroit meeting in the summer of 1937. Accordingly, the petition to the Executive Committee and Representative Assembly was presented at the New York meeting in 1938, where it was placed on file to await final action in 1939. At San Francisco, the National Association of Journalism Directors became a department of the NEA.

The National Association of Journalism Directors (NAJD) meets at the time of the National Scholastic Press Association (NSPA) usually in December. Meetings have also been held during the NEA summer session. This year the meeting was held in Buffalo. The first postwar convention will be held in Milwaukee, November 28-30.

Quill and Scroll magazine, published by the Quill and Scroll Society, and the *Scholastic Editor*, published by the National Scholastic Press Association, print official news columns for NAJD. Annual dues of \$1 for members affiliated with NSPA, or \$1.50 if paid independently, are payable to the treasurer of the NSPA.

NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS

Continued emphasis during the year was placed on the 64-page publication, *Planning for American Youth*, based on *Education for ALL American Youth* published by the Educational Policies Commission. A 4-page discussion folder based on *Planning for American Youth* was prepared and distributed to more than 15,000 members of discussion groups. Included with the regular publication of the official organ of the Association, *The Bulletin*, were four special issues, *Schools After Victory*, describing secondary-school educational programs provided for veterans in seventeen school communities in thirteen states; *The Role of Speech in the Secondary School*, considering most aspects of speech education in the secondary school; *The Emerging Curriculum in English in the Secondary School*, considering many aspects of secondary-school English; and *Education for Improved Community Living*, describing experimental programs pertaining to this area of the curriculum conducted by the Sloan Foundation to which the Committee on the Applied Economics Core Curriculum of the Association acts in an advisory capacity.

Several additional teaching-learning units have been published by the Consumer Education Study of this Association. These include: *The Consumer and the Law*; *Managing Your Money*; *Buying Insurance*; *Using Consumer Credit*; and *Investing in Your Health*. Reports and recommendations from national educational organizations of subject areas have also been published. They are: *Consumer Education and the Social Studies*; *The Role of Mathematics in Consumer Education*; *Consumer Education and Home Economics*; *The Relation of Business Education to Consumer Education*; and *The Place of Science in the Education of the Consumer*. The Consumer Education Study has held conferences of educators and the lay public at Cincinnati, Ohio; Philadelphia, Pennsylvania; San Francisco and Los Angeles, California; and statewide conferences in South Carolina

and Maine. Portions of the programs of a number of educational conventions have been given over to its staff.

In cooperation with the Safety Commission of the NEA and the National Council for the Social Studies, a new 56-page resource unit for secondary-school teachers, entitled *Motor Vehicle Transportation in American Life*, has been published.

Student Life, an illustrated student magazine, has also had special issues, such as the April 1946 number which discussed inter-American cooperation. This publication, the official organ of the National Honor Society and the National Association of Student Councils, was selected as one of the 100 best magazines out of 5982 published in the United States and first in its class of School and Club Activities. This evaluation and selection was made by the chairman of the Evaluation Committee for the American Association of School Librarians. Portions of this evaluation are:

"*Student Life* (School and Club Activities.) As the publication of an eminent group of educators who are working thru many channels to create conditions which will foster more effective educational experiences, this magazine has real significance. . . .

"*Student Life* is probably first choice in this group, for its evidence of familiarity with the underlying purposes of extracurricular activities, its encouragement of student reporting, and its variety of enterprises."

Following up in its pioneer work in the development of policies for the acceptance of educational achievement of those in the armed forces toward high-school graduation or its equivalent, the Association, at the request of the Army, surveyed and summarized the minimum state requirements for a high-school diploma or its equivalent for the veteran. This was published as a 56-page printed report.

Development of the National Association of Student Councils is another important phase, as is the growth of the National Honor Society and the National Junior Honor Society, school-student organizations in more than 3800 accredited schools that elect over 100,000 high-ranking members each year. Two handbooks, *Student Councils at Work*, a 200-page publication for Student Council use; and *Handbook of the National Junior Honor Society of Secondary Schools*, a 184-page publication for the National Junior Honor Society, have been prepared and distributed to members of the respective organizations.

The Association, thru a grant of \$12,000 for a period of three years, established ten annual scholarships of \$300 for high-school seniors in the National Honor Society. A general aptitude test to make this selection was prepared and was taken by 5654 students in 1273 chapters of the National Honor Society. The scholarships were awarded by The Scholarship Board of the Association in May 1946.

One of the many committees of the Association, the National Contest Committee, has evaluated and listed all national contests that are offered to secondary schools by outside organizations and that are suitable educationally for schools.

The Association is constantly active in all matters of national scope

affecting secondary education. Indicative of such interests, the following committees and commissions are representative of the type and scope of the Association's activities during the year: Commission on Food and Agriculture of the United Nations; International Organization for Educational and Cultural Development; Joint Army and Navy Committee on Welfare and Recreation; Committee for British-United States Teacher Exchanges; Safety Commission of the NEA; Education Section of the War Finance Division of the U. S. Treasury Department; Liaison Committee for International Education; Commission on Accreditation of Service Experiences; Committee on Institute of World Affairs; Advisory Committee on the Study of Part-time School and Work Programs of the National Child Labor Committee; Committee of the American Council on Education on Educational Rehabilitation in the War Devastated Countries; Committee on Air Youth Training of the National Aeronautics Association.

Continuing Educational Projects—

1. Further implementation and promotion of the postwar plan for secondary education, based on *Planning for American Youth*, thru posters.
2. Study and development of cumulative personnel record forms for secondary schools.
3. Development of a testing and guidance program for secondary schools thru preparation of recommendations.
4. Further study and preparation of new curriculum materials.
5. Publication and distribution of several additional books and units in the field of consumer education, including: *Enjoying Your Life in the Country*; *Looking at American Production*; *Looking at American Distribution*; *Economic Roads for American Democracy*; *Making a House a Home*; *Buyer's Notebook*; *Bibliographies in Consumer Education*; and *A Handbook for Teachers of Consumer Education*.
6. Continuation of educational opportunities in the secondary schools for the returning veteran.
7. Study and preparation of a set of standards of training and experience for the secondary-school principal.

Annual Convention—The first national convention since February 1942 will be held at Atlantic City, New Jersey, at the time of the convention of the American Association of School Administrators, March 1-5, 1947.

The National Association of Secondary-School Principals was organized at the meeting of the Department of Superintendence at Detroit in 1916. Secondary-school principals sought an organization which would serve as a clearinghouse for their problems—expanding curriculums, increased enrolment, junior high school, demands for vocational education.

The organization, which held its first meeting in Kansas City, Missouri, in 1917, ten years later became the NEA Department of Secondary-School Principals. In February 1939 the name was changed to the National Association of Secondary-School Principals. The central offices were moved from Chicago (where they had been since 1918) to the headquarters building in Washington in 1940.

The officers of the Association for the year 1944-45 were: *president*, E. R. Jobe, state high-school supervisor, Jackson, Miss.; *first vicepresident*, Wilfred H. Ringer, headmaster, Brookline High School, Brookline, Mass.; *second vicepresident*, E. W. Montgomery, superintendent of high schools and president, Junior College, Phoenix, Ariz.; *executive secretary*, Paul E. Elicker, 1201 Sixteenth Street, N. W., Washington 6, D. C.; *executive committee*, Hugh H. Stewart, principal, Davis High School, Mt. Vernon, N. Y.; Clarence E. Blume, principal, Phillips Junior High School, Minneapolis, Minn.; Galen Jones, principal, East Orange High School, East Orange, N. J.; and W. E. Buckey, principal, Fairmont High School, Fairmont, W. Va.

The officers of the Association for the year 1945-46 were: *president*, Wilfred H. Ringer, headmaster, Brookline High School, Brookline, Mass.; *first vicepresident*, E. W. Montgomery, superintendent of high schools and president, Junior College, Phoenix, Ariz.; *second vicepresident*, Galen Jones, principal, East Orange High School, East Orange, N. J.; *executive secretary*, Paul E. Elicker, 1201 Sixteenth Street, N. W., Washington 6, D. C.; *executive committee*, E. R. Jobe, state high-school supervisor, Jackson, Miss.; Clarence E. Blume, principal, Marshall High School, Minneapolis, Minn.; W. E. Buckey, principal, Fairmont High School, Fairmont, W. Va.; and Earle T. Hawkins, state supervisor of high schools, Baltimore, Md.

NATIONAL ASSOCIATION OF SCHOOL SECRETARIES

The purposes of the Association are to elevate the standards of the group and thru organization to pool ideas and ideals toward a fine and more efficient service to the school and community. The Association has a four-point program: service, information, recognition, and fellowship.

The first meeting of the National Association of School Secretaries was held in Washington, D. C., July 5, 1934. At the end of the first year, the membership in the organization was 572, representing 34 states. In 1935 the first national convention was held in Denver. That meeting laid the foundation for the Association as it is today. The constitution and bylaws were adopted and permanent officers were elected.

During 1935 and 1936 sectional meetings were established so that secretaries who could not attend the national meetings could have a share in the growth of the Association.

Early in 1936 the first issue of *The National Secretary* was published. This magazine is published in October, February, and May for secretaries, clerks, and administrative assistants in public and private schools and colleges.

At the Buffalo meeting of the NEA Representative Assembly in July 1946, the National Association of School Secretaries was made a department of the National Education Association.

NATIONAL COUNCIL FOR THE SOCIAL STUDIES

The work of the Council has been developed thru an expanded program of publications, committee work, and meetings. Many of these activities have been centered on problems accentuated by our war experience and in planning for adjustments in the postwar social studies curriculum. Attention has also been given to continuing problems of citizenship education.

The twenty-fifth annual meeting, "Facing the Over-All Tasks in Social Education," was held in Milwaukee, Wisconsin, November 22-24, 1945. The Council held joint meetings with the Mississippi Valley Historical Association in Bloomington, Indiana, in April; with the American Political Science Association in Philadelphia in March; and with the NEA in Buffalo in July. In addition to this, the Council met jointly with a number of local affiliated organizations.

Social Education has been published monthly, October thru May. Each member is sent copies of this journal.

The sixteenth yearbook, *Democratic Human Relations*, published in December was sent to all members. This volume gives promising practices in intergroup and intercultural education in the social studies.

Two new bulletins were published to fill an urgent need for material dealing with local government. *The Structure of Local Government* and *Parties and Politics in the Local Community*. Prepared as resource units, they give suggested methods and materials for teaching.

Social Education for Young Children, Kindergarten and Primary Grades, published in the Curriculum Series, is designed to acquaint kindergarten and primary teachers with the best present-day thinking in regard to their purposes, materials, and procedures.

A new notebook "How To Do It" series was inaugurated to provide a practical source of classroom technics. For 1946-47, plans have been made for an expanded publications program and work with affiliated organizations. Joint meetings will be held with other national social science organizations.

The twenty-sixth annual meeting will be held in Boston, Mass., November 28-30, 1946.

The Curriculum Committee is preparing a volume dealing with the social studies in the middle grades. Plans are also being developed for a similar publication covering the junior high school level.

Bulletins scheduled for publication are: *Labor and Management Relations in a Democracy*; *China in the School Curriculum*; *Audio Visual Materials in World History*; *Selected Items for the Testing of Study Skills*; *Work Experience in Social Education*; *Community Planning*; and *Community Safety*. Other bulletins in preparation: *A Bibliography of Social Studies Textbooks*; *In School Civic Experiences*; a revision of *Selected Test Items in American History*; and *Courses of Study in the Social Studies*.

The 1946 yearbook will deal with American history in the schools; the 1947 with the use of audio-visual aids; and the 1948 number, geography in the curriculum.

Plans are being developed for a thoro study, in cooperation with other social science organizations, of the social studies curriculum. This study will extend over a period of several years with a report and recommendations. Studies are also being projected for a survey of the social studies in junior colleges.

The National Council for the Social Studies, organized in 1921, became an NEA department in 1925. Permanent headquarters were established at the NEA in June 1940 with Wilbur F. Murra as executive secretary. The present secretary assumed his duties in 1943. The official journal of the Council was the *Historical Outlook* from 1921 thru 1933; the *Social Studies* from 1934 thru 1936; and has been *Social Education* since January 1937. The Council meets annually in November.

NATIONAL COUNCIL OF ADMINISTRATIVE WOMEN IN EDUCATION

Tho the Council has had no definite program of work for the past year, its officers have kept in touch with members and served as called upon.

Efforts are being made to have each council resume its local participation, continue plans for maintaining a strong organization, develop educational growth, and acquire knowledge for child progress.

Women in administrative positions in the schools were still regarded as an anxious experiment in 1915, when the National Council of Administrative Women in Education was formed. Since that time, women have demonstrated their efficiency in administration. Today this organization is composed of the growing group of women college presidents, state commissioners of education, deans of women, superintendents and supervisors, and others in executive positions.

At the time of its organization, the group was more a socializing influence, a means thru which women administrators could get acquainted with one another. Increasingly since then, and especially since 1932, when the Council became an NEA department, the aims have been broadened and professionalized. The purpose of the Council is to strengthen professional relations among administrative women and to help maintain high professional standards among women.

NATIONAL SCIENCE TEACHERS ASSOCIATION

The Board of Directors met in June 1945 in Washington, D. C. Plans for an institutional membership were approved.

A report worked out with the Consumer Education Study on *The Place of Science in the Education of the Consumer* was sent to all members.

Meetings with the Central Association of Science Teachers and the Middle States Association of Science Teachers were held in November 1945.

A yearbook entitled *Science Instruction for National Security*, prepared with the AAAS Cooperative Committee, was published.

The following are aims and plans:

1. A drive for more group memberships will be conducted.
2. A second project with the Consumer Education Study was begun on specifications for free and low-cost educational materials to be provided by industries.
3. At the request of the Department of State lists of science supplies and equipment for reference to the Ministers of Education in the devastated countries will be prepared.

In 1933 the Committee on the Place of Science in Education, of the American Association for the Advancement of Science, called a meeting of secondary-school science teachers. This preliminary meeting resulted in the appointment of a committee to investigate the possibilities of one strong national organization of science teachers. The result was the American Science Teachers Association, an associate of the American Association for the Advancement of Science, which held meetings in connection with the conventions of the latter group from 1934 thru 1942. These eight or more American Science Teachers Association programs were of unusually high quality. Organizations of science teachers were invited to affiliate with the American Science Teachers Association and take part in program plans, which included the founding and publishing of a strong national journal for science teachers. A scattered handful of organizations did affiliate. In 1942 the American Science Teachers Association adopted *The Science Teacher*, an already existing journal, as its official magazine.

From 1895 until 1934 the Department of Science Instruction of the National Education Association held meetings. In the latter year the Department experienced a vigorous rebirth and within three years had gained about 5000 members at an annual membership fee of 25 cents. Substantial grants came from the National Education Association treasury to the science group for a study to implement recommendations which the Educational Policies Commission had urged for science. Bulletins and a plan for action resulted from activities financed by these grants. In June 1942 the Department of Science Instruction of the National Education Association became the American Council of Science Teachers. *The Science Teacher* was adopted as the official magazine and science teacher organizations were invited to affiliate and cooperate. For several years these two national science teacher groups continued. Each pursued the policy of inviting other science teacher groups to affiliate.

In April 1944 representatives of the American Council of Science Teachers and the American Science Teachers Association met in Pittsburgh. Officers or representatives of several regional and other science teacher groups met with members of the two national groups at this time. Organizations represented included the National Association of Biology Teachers, the Central Association of Science and Mathematics Teachers, the Ameri-

can Nature Study Society, the Department of Chemical Education of the American Chemical Society, the American Association of Physics Teachers, the National Council of Elementary Science Teachers, and the National Association for Research in Science Teaching. The problem before this group was clear. Could a plan be devised to coordinate the efforts of all toward the major ends of science teaching? Needed was one comprehensive plan—one coordinated group. Plans were made for the American Science Teachers Association and the American Council of Science Teachers to merge into a single organization to be known as the National Science Teachers Association. Other groups represented made plans for affiliation. It was believed that the National Science Teachers Association might include direct members as well as *all members* of all cooperating organizations as affiliates. It was clear that no affiliating group was to lose its identity.

This plan was discussed in the science section meeting of the National Education Association in Pittsburgh in July 1944. It culminated in a constitution and actual organization at the American Association for the Advancement of Science meeting in Cleveland, September 1944. Finally, in October 1944 a mail vote of the directors of the amalgamating groups confirmed the merger. The magazine, *The Science Teacher*, published by John C. Chiddix of Normal, Illinois, was adopted as the official journal. Since October 1944 the National Science Teachers Association has been a reality.

RURAL EDUCATION

A regular annual meeting of the Department of Rural Education was held in Kansas City, Missouri, February 19 and 20, 1946, in connection with the regional meeting of the American Association of School Administrators. There was an election of officers and a successful program was held.

The work of the Department has been greatly expanded thru the addition of two assistant directors of rural service to the staff of the NEA. The Department and the Division are sponsoring a series of regional conferences on rural life, seven of which have been held during the school year 1945-46: Mid-South, Edgewater Park, Mississippi, May 2-3, 1946; South Atlantic, Atlanta, Georgia, April 4-5, 1946; Mid-West, Pittsburg, Kansas, March 21-23, 1946; North Atlantic, New York, New York, June 19-21, 1946; New England, Keene, New Hampshire, June 23-25, 1946; Rocky Mountain, Denver, Colorado, April 25-27, 1946; and Northwest, Helena, Montana, March 27-28, 1946. The Department has also cooperated in sponsoring a series of small group meetings of agricultural and educational leaders to discuss what agricultural leaders want the schools to teach.

The Department's Committee on Publications and Constructive Studies has issued a yearbook on *Education of Teachers for Rural America*. Other special materials are in process of development. A joint committee with the American Association for Health, Physical Education, and Recreation is developing two publications. A Committee on Needed Research and Study in Rural Education is developing a brochure for early publication.

Summary of Meetings

KANSAS CITY, MISSOURI

Three sessions were held by the Department of Rural Education at Kansas City, Mo., February 19 and 20, 1946.

First Session

Presiding, Elmer Petree, president, Division of County Superintendents
"A Challenge to the Country—The County Superintendent's Office,"
William A. Black, State Department of Public Instruction, Olympia, Washington

Discussion—leader, A. F. Elsea, editor, educational publications, Edwards Press, Jefferson City, Mo.

"Pupil Transportation as Viewed by the Jackson's Mill Conference,"
Paul B. Norris, director, Division of Transportation, State Department of Public Instruction, Des Moines, Iowa

Discussion—leader, F. B. Decker, deputy superintendent, State Department of Public Instruction, Lincoln, Nebraska

Second Session

Presiding, E. E. Stonecipher, president of the Department

THEME: A Look Ahead in Rural Education

Missouri—Roy Scantlin, state superintendent of public instruction, Jefferson City, Missouri.

Kansas—L. W. Brooks, state superintendent of public instruction, Topeka, Kansas.

Iowa—J. A. Starrak, professor of vocational education, Department of Vocational Education, Iowa State College, Ames, Iowa.

Illinois—Luther J. Black, secretary, Illinois State Examining Board for Teachers' Certificates, State Department of Education, Springfield, Illinois.

Georgia—J. I. Allman, assistant state superintendent of schools, State Department of Education, Atlanta, Georgia.

Washington—Dr. William A. Black, State Department of Public Instruction, Olympia, Washington.

General discussion led by Shirley Cooper, assistant director, Division of Rural Service, NEA.

Summary by the discussion leader.

Third Session

Presiding, E. E. Stonecipher, president of the Department

"Rural Education in the Current Scene," Wayne O. Reed, state superintendent of public instruction, Lincoln, Nebraska.

"The Nation Looks Ahead in Rural Education," Howard A. Dawson, director of Rural Service, NEA.

E. E. Stonecipher, president of the Department of Rural Education, and Lois Clark, assistant director of the Division of Rural Service, worked in the Rural Education Workshop held at Teachers College, Columbia University, under the direction of Frank Cyr the last of July and the first of August in 1945. They served on the editorial committee and out of this work came committees working on school buildings for rural schools and special publications of helps for country teachers.

The president of the Department wrote a two-page mimeographed letter which was sent to every county superintendent. Two articles on rural education were sent to each of the state journals and were published by a number of them.

Plans were made on the first of June for the first national meeting of county superintendents which will meet in a three-day session September 19-21 in Des Moines, Iowa.

The Department of Rural Education developed from the Department of Rural and Agricultural Education which was authorized by the Board of Directors in 1907. At the Chicago meeting in 1919 the Department was reorganized with three organized rural groups then existing—The National Association of State Supervisors and Inspectors of Rural Schools, the County Superintendents' Section of the National Education Association, and the National Association of Persons Engaged in the Preparation of Rural Teachers—under the name of Department of Rural Education.

The Department meets twice each year, in February and in June. The annual dues are \$2, payable to the National Education Association. Each member receives all issues of the NEA *Research Bulletin*, the yearbook, and occasional bulletins.

The officers of the Department for the year 1945-46 were: *president*, E. E. Stonecipher, director of rural education and extension, Kansas State Teachers College, Pittsburg, Kans.; *vicepresident*, Jane Franseth, director, education of supervisors, College of Education, University of Georgia, Athens, Ga.; *executive secretary*, Howard A. Dawson, director of Rural Service, NEA, 1201 Sixteenth St., N. W., Washington 6, D. C.; *executive committee*, R. D. Baldwin, professor of education, West Virginia University, Morgantown, W. Va. (term expires 1946); Norman Frost, professor of rural education, George Peabody College for Teachers, Nashville, Tenn. (term expires 1946); Frank W. Cyr, professor of education, Teachers College, Columbia University, New York, N. Y. (term expires 1947); Elmer Petree, director of in-service training, Central State College, Edmond, Okla. (term expires 1947); A. F. Elsea, editor, educational publications, Edwards Press, 140 Boonville Road, Jefferson City, Mo. (term expires 1948); Helen Elaine Stenson, Route 2, Zeeland, Mich. (term expires 1948); Eloise Mays, general supervisor, Marin County Schools, San Rafael, Calif. (term expires 1949); Frank C. Ransdell, superintendent, Hardin County Schools, Kenton, Ohio (term expires 1949); Martelle Cushman, assistant professor of vocational education, Iowa State

College, Ames, Iowa (term expires 1950); Ed McCuiston, state supervisor of Negro schools, State Department of Education, Little Rock, Ark. (term expires 1950); and the president and vicepresident, ex officio.

SECONDARY TEACHERS

The Department of Secondary Teachers of the National Education Association is an organization devoted to an exploration and coordination of the interests and problems of the secondary teacher in the various fields of instruction.

During the year 1945-46 the Department's organization was pleased to receive two hundred new members. An effort to reach several hundred high-school teachers and acquaint them with the need for a united program of secondary-school interests constituted the major effort of the Department's membership campaign. The magazine *Secondary Education* received an additional demand from many libraries in almost every state, as well as from libraries in Honolulu, Oslo, Norway, and Moscow.

Two committees continued with successful activity:

1. The audio-visual aids committee under the able chairmanship of William Lewin continues its research in movie, radio, drama, and television, and publishes monthly *The Film and Discussion Guide*.

2. The national committee considering the postwar function and status of the secondary teacher has been organized by John E. Dugan and is ready to complete its investigations in 1946-47.

The Department met in Buffalo July 1 at the annual convention of the National Education Association. The program consisted of a business meeting, election of officers, and a discussion of the secondary teacher in the educational world today. The meeting was well attended, and the discussion very lively.

The Department of Secondary Teachers was established in 1886. It lapsed in 1924. In 1931 it was revived by the Delegate Assembly of the National Education Association. At the San Francisco meeting in 1939 the name of the Department was changed from the Department of Secondary Education to the Department of Secondary Teachers.

The Department meets in February and July in normal years, but it met only once this past year of 1945-46. The dues, \$1, may be sent directly to the Department's secretary-treasurer. The principal publication is *Secondary Education*, a bulletin issued four times yearly.

The officers of the Department for the year 1945-46 were: *president*, Corda Peck, director of dramatics, Collinwood High School, Cleveland, Ohio; *first vicepresident*, John E. Dugan, New Jersey State Teachers College, Montclair, New Jersey; *second vicepresident*, Spahr Hull, Perry High School, Pittsburgh, Pa.; *secretary-treasurer*, Mrs. Irene McAnerney, South High School, Cleveland, Ohio; *advisory council chairman*, William Lewin, Weequahic High School, Newark, New Jersey.

SPEECH ASSOCIATION OF AMERICA

The annual three-day conference of the Association was held in Columbus on December 27-29, 1945, under the title "Reconversion Conference." More than five hundred members were in attendance. Speakers at the opening general session were: Joseph F. Smith, president of the Association; Harry J. Heltman, president of the American Speech Correction Association; Valentine B. Windt, acting president of the American Educational Theatre Association; Charles T. Estes, special assistant in the Department of Labor. Guest speaker at the conference luncheon was Jasper Deeter, founder and director of the Hedgerow Theatre.

Adoption of a new constitution was one of the principal actions taken at the business meeting. Article I of the new constitution provided for a change of the title of the Association from "National Association of Teachers of Speech" to the present title. Action was also taken enlarging the scope of the research annual, *Speech Monographs*.

Sectional meetings laid considerable emphasis upon research growing out of the war effort, especially in the fields of speech science and speech pathology. Postwar adjustments were considered, however, in all aspects of the field of speech and dramatic art.

The Speech Association of America was organized in 1914 by a small group of teachers of speech. In 1939 the Association became a Department of the National Education Association. The Association publishes the *Quarterly Journal of Speech*, founded in 1915; *Speech Monographs*, issued annually since 1934; and the *Annual Directory of the Speech Association of America*, issued since 1935. The Association meets in December. Dues are \$3.

UNITED BUSINESS EDUCATION ASSOCIATION

In April of this year, the National Council for Business Education announced its decision to merge with the Department of Business Education. The name of the new organization is United Business Education Association. Because of the organized efforts of these two associations and the additional support given by the NEA, the Department proceeded to install on July 1, 1946, an executive secretary; perfect the proposed constitution; and direct a program of more extensive services to be inaugurated in the coming year.

The Department will continue to publish the *National Business Education Quarterly*. It will maintain the services formerly sponsored by the National Council for Business Education, including the National Clerical Ability Tests, the Student Typewriting Tests, and guidance of the student organization known as the Future Business Leaders of America.

The Department of Business Education was created in response to a

petition read at the meeting at Saratoga Springs, New York, July 12, 1892, from the Business Educators' Association, requesting admission as a department of the National Education Association. The Business Educators' Association was organized in New York City in 1878.

The Department holds an annual meeting in July. The executive board meets in December and July. The annual dues, \$2, are payable to the executive secretary of the Department. The official publication is the *National Business Education Quarterly*.

The officers of the Department for the year 1945-46 were: *president*, Erwin M. Keithley, instructor, South Division High School, Milwaukee, Wis.; *first vicepresident*, Bernard A. Shilt, director of business education, Buffalo Public Schools, Buffalo, N. Y.; *second vicepresident*, Mary D. Webb, assistant professor of business education, Illinois Normal University, Normal, Ill.; *secretary*, Marsdon A. Sherman, College of William and Mary, Richmond, Va.; *treasurer*, J. E. Whitcraft, state department of education, Albany, N. Y.; *ex officio*, Cecil Puckett, Denver University, Denver, Colo.; *directors*, H. D. Fasnacht, Colorado Woman's College, Denver, Colo. (term expires 1948); Ruth Griffith, McKinley High School, Cedar Rapids, Iowa (term expires 1948); S. J. Wanous, University of California at Los Angeles, Los Angeles, Calif. (term expires 1948); D. D. Lessenberry, University of Pittsburgh, Pittsburgh, Pa. (term expires 1947); Mildred E. Taft, Becker College, Worcester, Mass. (term expires 1947); L. H. Diekroeger, Hadley Technical High School, St. Louis, Mo. (term expires 1946); Dorothy Travis, Central High School, Grand Forks, N. Dak. (term expires 1946); *coordinator*, Anson B. Barber, Veterans Administration, Washington, D. C.

VISUAL INSTRUCTION

The Department has worked with the United States Treasury in promoting the use of films for the various war loan drives and with the Office of War Information in presenting films to community groups. Due to the great interest in audio-visual instruction, the major part of the Department's activities were concerned with assisting its members in establishing new programs of audio-visual instruction and expanding and developing existing programs.

At the request of President Rakestraw, the executive secretary conferred with him to assist in formulating an aggressive program of service and action. Meetings of regional officers of the Department were held in 24 cities for the purpose of obtaining wide representation in determining the program. The national officers and other Department personnel assembled in Detroit in April 1946 to draft the formal program, which was submitted to members for official adoption.

The Department is now undergoing major reorganization, and various committees are being established to study and report upon important problems confronting audio-visual instruction. The scope of the work will be very inclusive, dealing with practically every professional phase in the field.

The result will be a greatly expanded program, with emphasis upon effective utilization of audio-visual materials.

The Department of Visual Instruction was organized at the Oakland-San Francisco meeting in July 1923.

VOCATIONAL EDUCATION

This Department cooperates actively with the NEA and the American Vocational Association. Because of the war emergency the Department did not have a full program during the year 1945. A full schedule of activities will be resumed during 1946-47.

The Department of Vocational Education was organized in 1875 as the Department of Industrial Education and continued under this name until 1890 when it was reorganized as the Department of Industrial and Manual Training. In 1899 the name was changed to the Department of Manual Training, and in 1914 to the Department of Vocation Training and Practical Arts. It assumed its present name in 1919. The Department normally meets twice a year.

NATIONAL COUNCIL OF EDUCATION

The Council was organized in 1880 as a clearinghouse for the discussion of public and professional questions. Its membership has included many of the great builders and statesmen of American education.

The work for which the National Council was created in the early days of the Association is now being done by such groups as Research Division, EPC, and similar bodies. It came to be the opinion of those who studied the matter, including the officers of the Association, that it should be discontinued. Accordingly, an amendment to the bylaws which discontinued the organization was submitted to the Representative Assembly at Buffalo July 5, 1946 to be voted on by the Assembly at its 1947 meeting.

MINUTES OF THE TWENTY-FIFTH REPRESENTATIVE ASSEMBLY

OPENING SESSION

WEDNESDAY MORNING, JULY 3, 1946

The opening session of the twenty-fifth meeting of the Representative Assembly of the National Education Association of the U. S. was held in the Memorial Auditorium, Buffalo, New York, and was called to order at 9:30 a. m. by the president of the National Education Association, *F. L. Schlagle*, superintendent of schools, Kansas City, Kansas.

President Schlagle: The Representative Assembly of the eighty-fourth annual meeting of the National Education Association will be in order.

The invocation this morning will be given by *The Reverend Father Raymond T. Murray*, assistant pastor, St. Francis de Sales Church.

The Reverend Father Murray: In the name of the Father and of the Son and of the Holy Ghost, Amen.

O Heavenly Father by whose word all things are sanctified, pour forth Thy blessings upon this meeting of the National Education Association.

We beseech Thee, Almighty and Everlasting God, to hear our humble supplications for these moulders of youth whose task it is to prepare the young to assume the role of leadership in a world that is sadly in need of direction.

Fountain of life and Author of knowledge, enlighten their understanding so that out of their deliberations they may achieve wisdom, and from wisdom the peace that abides with those who live in Thee. Make them mindful of their duty to employ their talents for Thy glory so that all those who come within the circle of their influence may be brought closer to Thee, the Lord God of all.

Finally, O Lord, make them an instrument of Thy peace thru their realization that all law flows from Thy eternal law, that all truth flows from Thy eternal truth, that all learning flows from Thy eternal wisdom, which alone can give a just and lasting peace. Amen.

President Schlagle: The pledge of allegiance and singing of the national anthem will be led by *William Breach*, supervisor of music, Buffalo Public Schools.

(The audience participated in the pledge of allegiance and the singing of the national anthem that followed.)

President Schlagle: The hour of remembrance will now be held in tribute to the NEA members who have died during the past two years. This memorial service will be led by *A. L. Burgoon*, superintendent of schools, Diamondville, Wyoming, and chairman of the Committee on Necrology.

Mr. Burgoon: *Mr. Schlagle*, members of the delegate assembly: I wish to thank each state chairman for the splendid, prompt response in submitting the report for his state. Many of our members have gone from our midst since last we met two years ago. Forty-two of the forty-eight states reported 4418 who have gone on during this past two-year period. Two hundred and twenty-two of this number were members of the armed forces.

Then they were among us as friends and associates full of visions, hopes, and plans for a world free from hate and war, famine and pestilence, confusion and fear. Today they rest among their comrades. They have joined the ranks of our gold star members who died in the service of their country and of humanity. Among them are those who paid the supreme sacrifice upon the field of battle that freedom might live. To them we bring special honor and gratitude. Among them also are many who have borne responsibility in our Association, including our honorary

president, *Susan M. Dorsey*; our secretary emeritus, *J. W. Crabtree*; and the chairman of our Board of Trustees, *Joseph H. Saunders*.

To our honored dead, one and all, we bring our tribute of affection and appreciation. They have lived and labored during difficult times. They have kept the faith and fought the good fight for the things we all hold dear. It is ours to keep the heritage which they have passed on to us. It is ours to take up the torch and go forward in the faith that sustained them that thru teaching better days can be achieved for our country and for humanity.

In remembrance of the deeds and lives of our departed friends and associates may we bow our heads in a moment of silent gratitude and prayer.

(The delegates bowed their heads in reverent silence in tribute to their departed members.)

Executive Secretary Willard E. Givens (Washington, D. C.): As your executive secretary it is now my pleasure to read a telegram just received:

The citizens of Kansas City, Kansas, have long recognized their superintendent of schools, Mr. F. L. Schlagle, as a competent and successful school administrator. They take great pride in the fact that their superintendent has achieved prominence as president of the National Education Association. The members of the Kiwanis Club of Kansas City, Kansas, representing a cross section of the professional and commercial interests of the city, respectfully request that you convey to their fellow member, Mr. F. L. Schlagle, this expression of their admiration and esteem and their best wishes for his continued success as a leader in education administration.

(Signed) Kansas City, Kansas, Kiwanis Club, Roy O. Larson, Secretary.

(At this time a lovely basket of flowers was brought to the platform and presented to *President Schlagle*.)

President Schlagle: Thank you, *Mr. Givens*. That is from the gang at home and I assure you I appreciate it. Such things from your home folks mean more than one sometimes realizes. I assure you I appreciate those sentiments.

I am asking *Superintendent Robert T. Bapst* to present our next speaker. As you know, *Mr. Bapst* is our host superintendent, who, with the aid of his teachers, has directed the local plans which are contributing to the success of our convention . . . *Superintendent Bapst*.

Mr. Bapst: My first word to you is one of sincere greeting. I stand here as the representative of the Department of Education of Buffalo and in the name of the board of education and in my own name, and in the name of all the citizens of this community, I bid you a very hearty welcome.

Buffalo, as you may know, enjoys a double sovereignty in being known as the Queen City of the Lakes and also as the City of Good Neighbors. I trust that your stay with us will be not only profitable and enjoyable, but that you will give us ample opportunity to prove that we are your good neighbor.

It is now for me a high honor and esteemed privilege to present to you this morning the Commissioner of Education of the state of New York and the president of the University of the State of New York. Buffalo feels signally honored in that the commissioner will make his maiden speech as commissioner in this city. In his professional status the new commissioner is only three days old, but I am sure we are going to find him a very lusty infant and so it becomes for me a personal honor and esteemed privilege to present *The Honorable Francis T. Spaulding*, president of the University of the State of New York and Commissioner of Education of the state of New York.

(*Mr. Spaulding's* address will be found on page 9.)

President Schlagle: Thank you, *Mr. Spaulding*.

I am asking *Arvie Eldred*, executive secretary of the New York State Teachers Association, to present our next speaker. *Mr. Eldred* is one of our best known state teachers association executive secretaries and has done outstanding work in the field of legislation on behalf of the teachers of New York state . . . *Mr. Eldred*.

Mr. Eldred: I just don't know why I was asked to do this job. I said to *Mr. Givens*, "This crowd doesn't want to look at me—I don't know as anybody does!" But he said, "Well, we want to have some contrast on this program," so he put me up as the first exhibit.

You people that come from the place where the tall timbers grow know that if you damage the tree at the top, it starts to spread out and I think perhaps that is what they wanted to show here—a little lesson in nature.

The man whom I am going to introduce, of course, is entirely different. I don't know that he was damaged at the top because he has kept right on growing, but I have said to him many times that the only reason why he has not my shape is because as a youngster his mother ran him thru the wringer, so I imagine that if I got thru the wringer I would take the form and shape of the president of our Association, but *Mr. Ward* did not stop growing at the top and he has not stopped growing. I don't know, if he doesn't stop growing, how we are ever to find a hotel bed long enough for him or how we are ever to put him in a Pullman sleeper, but as long as he will keep growing and his mind developing, we are pretty proud of him in New York state and I am giving him to you this morning to extend the greetings of the state of New York . . . *Charles C. Ward*, president of the New York State Teachers College at Plattsburg, and president of the New York State Teachers Association.

Mr. Ward: I would have been a lot better off if he had kept still!

For some years now I have been presented to various groups thruout New York state by Arvie Eldred. In these many introductions he has exhausted his list of superlatives about me, so about all that is left for him to do is to point out what is obvious to all of you, that I am too short for a circus and too tall for modern conveniences.

I suppose Arvie and I represent the contrasts and conflicting philosophies characteristic of the 43,000 teachers in the New York State Teachers Association. I must comment, however, that such an introduction comes ill from one who architecturally might be mistaken for a cross between a legislative pork barrel and the last of the covered wagons.

(*Mr. Ward's* speech will be found on page 12.)

President Schlagle: Thank you, *Mr. Ward*.

I am happy that we have with us this morning a teacher from Canada. The Canadian schools and our schools are similar in most respects and their national teachers organization is very much like our own NEA. *C. N. Crutchfield*, secretary-treasurer of the Canadian Teachers Federation, holds a position similar to *Willard Givens*. During the past years, these two national associations have worked closely together and our mutual interests in the future will build an even closer cooperation between us. These two great school organizations have the same common goals and it is with pleasure that I present this morning, *C. N. Crutchfield*, secretary-treasurer of the Canadian Teachers Federation, who will bring greetings from the Canadian teachers. . . . *Mr. Crutchfield*.

Mr. Crutchfield: Long introductions remind me of the story of the priest who was driving along the road. A little fellow was hitchhiking, so he stopped and picked him up and said, "Sonny, what is your name?"

"My name is John Kelly, but I want you to understand that I am not a Catholic."

He went along talking to him and when the little boy got out, the priest said to him, "Now, Johnny, I want to give you a word of advice: You will die some time and go to heaven. When St. Peter asks you for your name, just say, 'John Kelly,' and stop there."

(*Mr. Crutchfield* then read his paper. For his speech see page 13.)

President Schlagle: Thank you, *Mr. Crutchfield*. We want you to come again.

We are indeed fortunate in having representatives of our great National Congress of Parents and Teachers with us. This association has had a great part in working for the cause of better schools and I am privileged to present to you at this time *Mrs. Charles C. Chapman*, New York state's first vicepresident of Parents and Teachers, who will present to us their national president . . . *Mrs. Chapman*.

Mrs. Chapman: It is seldom that a first vicepresident of the State Congress has the opportunity of presenting so distinguished a guest as we have with us this morning.

May I first extend to her greetings from the New York State Congress of Parents and Teachers and we hope this will be one of many visits to our Empire State during her service as president and afterwards.

About six weeks ago it was my pleasure to attend a convention of the National Congress of Parents and Teachers, held in Denver, Colorado, and to hear greetings from your organization by your president. We are proud that our new national president has been invited to speak to you this morning.

Mrs. Hughes brings to the National Congress exceptional qualities of leadership developed over a period of years thru service in various fields of Parent-Teacher work on a local, state, and national level. She has recently served as first vice-president of the National Congress of Parents and Teachers.

Mrs. Hughes has also been prominent in educational circles in her own state over a period of twenty-five years. She is a former superintendent of schools of Shelby County, Tennessee, and served as president of the State Public School Officers Association and the Western Section of the Tennessee State Teachers Association. She originated the Peabody College Workshop for the improvement of small rural schools, a cooperative project of the Tennessee State Congress, the Tennessee State Department of Education, and the George Peabody College for Teachers.

From 1929 to 1931 she was a member of the National Advisory Committee on Education. In developing her subject, she speaks from a wealth of experience, a keen understanding of the needs and problems of youth today and problems affecting youth, as well as a thoro knowledge of what has been done and what can be done when parents and teachers work for youth.

It is my pleasure and I deem it a great honor to present to you the president of the National Congress of Parents and Teachers, *Mrs. Mabel W. Hughes* of Arlington, Tennessee.

Mrs. Hughes: I am deeply grateful to *Mrs. Chapman* for this gracious introduction. I appreciate it especially because the New York Congress is the oldest branch of the National Congress of Parents and Teachers. It was organized in 1897, the same year that the National Congress was organized.

It is a privilege indeed to bring greetings from the National Congress of Parents and Teachers to the National Education Association. We are vitally interested in your deliberations and we shall await your conclusions from this meeting as pointing the way for educational progress for the years to come.

(*Mrs. Hughes* then read her paper, copy of which will be found on page 17.)

President Schlagle: Thank you, *Mrs. Hughes*.

At this time, we will have the report of the Committee on Credentials. *E. R. Erickson* of Alaska, chairman of the Committee on Credentials, will make this report.

Mr. Erickson: The Committee on Credentials met in the lecture room of the Memorial Auditorium at 8:30 this morning, July 3, 1946, to elect a chairman and subcommittee. Members of the subcommittee are: *William A. Grant*, Kentucky; *Clyde Granere*, Colorado; *Ruth Barclay*, Washington; and *Wallace Bartlett*, Connecticut.

Two rules governing the registration of delegates were adopted by the Committee:

1. The registration will close at 6 p. m. on July 3, 1946.
2. Any necessary adjustments that need to be made in the registration may be made on July 4, 1946, at the registration desk in the Memorial Auditorium.

Recommendations of the Committee concerning the seating of delegates and members to the meetings of the Representative Assembly are the following:

1. That no person ask to be seated on the first floor of this building unless he be a certified delegate.

2. That members of the NEA not delegates be permitted to occupy seats in the balcony of this auditorium.

Up to 6 p. m. on July 2, 1946, the number of delegates registered totaled 1701.

Mr. President, I move the adoption of this report.

(Motion seconded by *Edward Bonde*, Oklahoma, placed before the Assembly for vote and carried.)

President Schlagle: The next order of business is the adoption of Rules of Procedure. *Mary E. Titus*, Huntington, West Virginia, former Southeastern Regional Director, NEA Department of Classroom Teachers, now the new president of the Department of Classroom Teachers, is chairman of the Committee on Bylaws and Rules, and will make the report.

Miss Titus: The members of the Rules Committee present and conducting the work of this Committee are: *Gertrude McComb*, Indiana; *Mrs. Louise Carson*, South Carolina; and *Walter Bliss*, Ohio.

On page 19 of the *Delegates' Manual* you will find the Rules of Procedure for Conduct of Business in the Representative Assembly. We present them to you:

As suggested by Committee on Bylaws and Rules

1. Each state delegation shall elect a chairman. In the absence of a delegate only an alternate shall take his place, and when there is more than one alternate of a state or local affiliated association the delegates of that association shall select the alternate to act. (This pertains to the organization of each state delegation, the first step being that each delegation shall elect a chairman.)

2. There shall not be more than one nominating speech and two seconding speeches for any one candidate. Nominating speeches shall be limited to five minutes and seconding speeches to two minutes each. There may be any number of seconds to nominations as long as there are only two seconding speeches.

3. In all nominations by roll call of states, any two states may exchange their alphabetical positions but no state shall by reason of such change be deprived of its opportunity to nominate or second.

4. No member shall speak in debate more than twice during the same day to the same questions, nor longer than five minutes at one time, unless permission is granted by a majority vote of the Representative Assembly at that session.

5. All resolutions and all main motions submitted for consideration shall be in writing and shall be signed by the maker and the seconder. In case a delegate wishes to propose an amendment to the Bylaws as provided for by Article XI, Section 1, or to the standing rules as provided for by Article XI, Section 3, the procedure shall be as follows: "The proposed amendment shall be submitted to the Committee on Bylaws and Rules in writing. It shall be in triplicate and signed by a duly accredited delegate as the maker of a main motion and properly seconded. It must be read at a business meeting of the Representative Assembly and shall be printed as read in the convention *Proceedings* and official publications of the Association.

"That all proposed amendments be submitted to the Committee on Bylaws not later than the conclusion of the first business session of the Representative Assembly so that they can be checked and edited if necessary."

6. Resolutions for the Committee on Resolutions must be in the hands of the Committee not later than 8 a. m. of the first day of the meeting, and such notice shall appear in the *Delegates' Manual and Program*.

7. Copies of the report of the Committee on Resolutions shall be in the hands of the delegates previous to the time they are voted upon.

8. Voting: "In all voting on proposed amendments to the Charter, Bylaws, and Standing Rules, written ballots shall be used whenever 200 members of the Representative Assembly by petition or by standing vote shall indicate that ballot voting is desired. In case a petition for secret ballot is signed by at least 200 members of the Representative Assembly and filed with the Executive Secretary, he shall

arrange for written ballots in accordance with the petition. State delegations may vote by ballot. The results shall be announced by the chairman of each delegation as the roll of states is called; such vote to be determined by the actual number of delegates present at such meeting and voting. Upon the request of three delegates any state delegation must vote by ballot." (See Article XI, Section 2, of the Bylaws.)

9. In order to expedite the transaction of business, the *Delegates' Manual and Program* shall be the order of the day. The Committee on Bylaws and Rules shall arrange the program for the period designated as "unfinished business." Due consideration shall be given to the wishes of each committee chairman and other interested persons in arranging the length of time and the place on the "unfinished business program."

10. There shall be an official parliamentarian to whom questions may be directed thru the presiding officer only.

11. The acceptance of Committee reports does not include approval of any requested appropriations. Such appropriation requests become effective only after specific approval of the Representative Assembly as special items of business and after approval of the Executive Committee. These items of business will be considered by the Representative Assembly at the time of the report of the Committee on Budget. The final approval of the budget by the Representative Assembly shall be by roll call of states.

I move these rules be adopted as convention rules for this Representative Assembly.

(Motion seconded by *L. G. Greer*, Alabama, placed before the Assembly for vote, and carried.)

President Schlagle: We will now have the adoption of the order of business as a general guide for this meeting. A motion is now in order that the program and order of business as printed in the *Delegates' Manual and Program*, be accepted as a general guide to the order of business for this session.

Miss Titus: I move that the program and order of business as printed in the *Delegates' Manual and Program* be accepted as a general guide to the order of business for this session.

(Motion seconded by *Miss McComb*, placed before the Assembly for vote, and carried.)

President Schlagle: We shall next have the minutes of the Pittsburgh meeting approved. Unless I hear objections the minutes as distributed to the members of the Delegate Assembly will stand approved. Do I hear objections? (No objections heard.) They stand approved.

The preliminary report of the Committee on Elections will now be given by the chairman, *Mrs. Jessie Fugett*, president, State Department of Classroom Teachers of Kentucky, Lexington, Kentucky.

Mrs. Fugett: The Committee on Elections wish to make this preliminary report as to the plans for the election.

The voting for officers of this Association will take place Friday, July 5 between the hours of 8 a. m.-3 p. m., eastern daylight saving time.

The place will be the Lecture Room of the Memorial Auditorium. This room is located to the right of the North Vestibule—that is, to my left as I stand here. Signs have been placed in the entrance directing you to this room.

All delegates who have registered received a card very similar to your membership card. This card says, "Delegate to the Representative Assembly—Official Credential." Your name is typed across the end of this card. This must not be detached. It is to be exchanged for your ballot. Please do not sign this in advance since it is to be signed in the presence of an election officer. You will check your ballot as directed on same and deposit in the ballot box.

The delegate assembly is one of the largest in the history of the organization, therefore, we solicit your earnest cooperation. If you will have your delegate card ready to present, vote early in the day, and help keep the lines moving, I am sure the Elections Committee will appreciate it.

Remember the place to vote is directly behind the registration desk. As you leave the auditorium turn left thru the little white gate and follow the hall. As you enter, turn to the right.

Since arriving in this auditorium may I suggest to those who intend to make nominations that when you come to the microphone to make your nomination you will announce the name as it is to be used on the ballot and permit a member of the committee to check name with you. Place: Lecture room behind registration desk—Friday, 8-3.

I move the adoption of this report.

(Motion seconded by *Mrs. Willie C. Ray*, Kentucky, placed before the Assembly for vote, and carried.)

President Schlagle: We have a long program this afternoon with a great deal of important business. I hope you will be here promptly at 2 p. m.

We now stand adjourned to meet promptly at 2 p. m.

(Meeting then adjourned at 11:25 a. m.)

SECOND BUSINESS SESSION

WEDNESDAY AFTERNOON, JULY 3, 1946

(*President Schlagle* called the meeting to order at 2 p. m.)

President Schlagle: The second business session of the Representative Assembly will now be in order.

I declare a quorum present.

I am asking the chairman of each State Delegation to sit on the outside aisle for convenience in voting and being recognized in case of voting. All delegates on the main floor who have not registered as official delegates will please retire to the gallery. It is assumed that every person on the arena floor is a bona fide voting delegate. I am asking that the chairman of each State Delegation be responsible for the delegates in his section and those voting representing his state. The first order of business this afternoon is the discussion and action on amendments to the Bylaws. I am asking *B. F. Stanton*, treasurer of our Association, to present the amendment to Standing Rule No. 6 as listed in the order of business . . . *Mr. Stanton*.

Mr. Stanton: I call attention to the amendment which is made to Rule 6, which is printed in your program. I shall not read the whole rule—the part which refers to the amendment is what I shall use. Toward the end of that rather long rule you will read:

(Words or phrases in italics are to be added; those in parentheses to be deleted.)

The executive secretary shall not print, publish, or distribute any official report or other document without the approval of the Board of Directors or the Executive Committee acting under the general instruction of the Board of Directors, *provided, however, that the Board of Trustees may empower an associate and/or assistant secretary to perform any or all duties of the executive secretary. Such associate secretary and/or assistant secretary shall give bond for the faithful performance of his duties for the same amount as required by the Board of Trustees.*

That is the amendment. It originated with the Executive Committee about a year ago.

Mr. Chairman, I move the adoption of this amendment.

President Schlagle: Do I hear a second to this motion?

(The motion was seconded by *Mrs. Louise Carson*, South Carolina. *President Schlagle* then read the proposed amendment to the Assembly for the second time.)

Mr. Stanton: I stated a moment ago that this originated with the Executive Committee about a year ago. The purpose of the amendment was to facilitate and secure the administration and work of the office. As you know, the Executive Secretary has to sign all vouchers. It becomes necessary in modern days to provide

against certain exigencies which may arise. This spring, as you all know, our Executive Secretary—and I may say the Association—was honored by being invited to join an assignment of people who were sent to Japan on an important mission.

The purpose of this amendment is to take care of the duties of the Secretary in his absence.

Another thing, we are living at a time when somebody says, "The automobile has divided people into two classes—the quick and the dead."

The fact too often happens that serious accidents occur. Should something happen to the Executive Secretary, a fatal accident, then we would be without anyone with authority to take over all the duties of the Executive Secretary until provision might be made and so because it is a matter, it seems to me, of good business and a matter of good judgment and because it will make more secure the management of this Association in these days when the Executive Secretary is traveling here, there, and elsewhere, and meeting the demands of the office.

Therefore, it seems to me it is important that we take action on this amendment, and favorable action. No one, again let me remind you, can sign the vouchers in the place of the Executive Secretary and so I speak in favor of the amendment.

President Schlagle: I recognize *Harvey Gayman*.

Mr. Gayman (Pennsylvania): I move, Mr. Chairman, an amendment to this amendment to read as follows:

Beginning in the first line of italics on page 22, which reads in italic:

"provided, however, that"

insert at this point, *"in the event of extended absence from the United States, prolonged illness, or death."*

I move this amendment, Mr. President, and I would like to speak on it.

(Motion was seconded by *Mrs. Mary Barnes*, New Jersey. The amendment was repeated by the Chair and *Mr. Gayman* was given the privilege of the floor.)

Mr. Gayman: May I say to the members of this Representative Assembly that this amendment has the approval of the Board of Directors after discussion in its meeting on Monday, it being the feeling of the Board of Directors that there should be some limit placed on the number of powers and duties and the time that such powers and duties might be delegated to an associate or assistant secretary.

This amendment, I believe, would meet the intent of the original amendment which I am sure was to make provision for the orderly conduct of business in the temporary absence of the Executive Secretary from Washington.

I therefore urge the support of its adoption.

President Schlagle: Any further discussion? The question is on the amendment to the amendment, the insertion of this part after "provided, however, that—." The insert is: "in the event of extended absence from the United States, prolonged illness, or death."

(Motion then placed before the Assembly for vote and carried.)

President Schlagle: Now we will go back to the main motion as amended and it will read:

Provided, however, that in the event of extended absence from the United States, prolonged illness or death, the Board of Trustees may empower an associate and/or an assistant secretary to perform any or all duties of the executive secretary. Such associate secretary and/or assistant secretary shall give bond for the faithful performance of his duties for the same amount as required by the Board of Trustees.

Are you ready for the question? (Question called for.) It takes a two-thirds vote of the Delegate Assembly to pass this motion. I will try a voice vote in order that we may see if it can be handled in a quicker manner. All in favor of this motion, signify by saying "aye"—opposed, "no" . . . a two-thirds vote is received and I declare the motion passed.

I am asking *Mrs. Mary Barnes*, first vicepresident, to present the amendment to the bylaws under the second order of business, Article II, Section 1(b), carried over from the Pittsburgh meeting.

Mrs. Barnes:

ARTICLE II, Section 1(b)

The Board of Directors shall consist of the president, the first vicepresident, the treasurer, the chairman of the Board of Trustees, *the former presidents of the Association elected prior to July 1, 1937*, and one additional member from each state, territory, or district to be elected by the Representative Assembly, and of all Life Directors of the National Educational Association, provided, however, that any state which has 20,000 or more paid members of the National Education Association as of May 31 preceding the annual meeting shall be entitled to a second director.

President Schlagle: The question before the Assembly is, shall Article II, Section 1(b) as amended be adopted.

Mrs. Barnes: I should like to make a statement regarding amendment to Article II, Section 1(b).

The Charter of the National Education Association was amended in 1937 thru the efforts of the Association by an act of Congress. Previous to enactment of this amendment, all past-presidents of the Association became Life Directors of the Association, as provided in the Charter and Bylaws. The amendment of 1937 denied this privilege to past-presidents.

Certain past-presidents felt that the adoption of the bylaw denied tangible rights which they, as individuals, possessed under the constitution and bylaws. The Association, being anxious to settle this issue on the basis of justice, took action thru its Board of Directors, inviting the past-presidents who had been deprived of membership on the Board of Directors to bring friendly suit in order that the case might be settled in court. Both sides of the case were adequately presented by well established legal firms in the city of Washington. Lawyers on both sides agreed upon the facts of the case, so that the only point at issue was the point of law, as to whether or not the Association, thru its Bylaws, which had provided for its past-presidents to be members of the Board of Directors, could later deny them that right.

The case was tried before the District Court of the United States for the District of Columbia, sitting as a Court of the United States. The case was heard by Chief Justice Eicher of the District Court of the United States. He ruled that the plaintiffs, past-presidents prior to 1937, were lawful members of the Board of Directors.

The passage of this amendment will harmonize our bylaws with the opinion rendered thru the District Court of the United States.

President Schlagle: The motion was made one year ago and seconded and laid over.

Mrs. Johanna Lindlof (New York): I rise to oppose the adoption of this amendment. For the information of many who have not attended this convention before, I would like to say that for many years previous to the time when I attended this convention, efforts had been made by members of the Delegate Assembly to have these past-presidents who no longer represented any group but merely themselves by virtue of the fact they had once upon a time represented someone and would therefore like to be continued on the Board of Directors.

Since we say we believe in democracy and democracy means true representation of the people, these people who advocated the removal of these past-presidents from the Board of Directors tried to have an amendment adopted taking them off the Board of Directors.

A standing vote at successive conventions did not secure a two-thirds vote. There were special reasons why that could not be done, it seems, therefore, at a succeeding convention when this amendment removing these presidents was again

before the convention, a motion was made at the beginning of the first Business Session providing that all amendments should be voted upon in the same manner in which we elect our officers—in other words, by secret ballot, by having the amendment placed on the ballot and allowing the supreme right of every citizen of the United States, to register his vote without the knowledge of any other individual.

That motion, after a great deal of discussion, was adopted by that convention, consequently the amendment was placed on the ballot and voted upon at the same time that we voted for our Officers.

The result of that vote was the adoption of that amendment removing the past-presidents not by a $66\frac{2}{3}$ vote, but by an 85 percent vote, which showed conclusively that when people were permitted to register their votes without observation and without public notice of how they voted, that the people in the Delegate Assembly wished to have these individuals removed from the Board of Directors.

If we believe in democracy and certainly if anybody in this whole United States should not only believe in democracy and give lip service to it, but they should actually act accordingly, not once, but all the time, there should be no question in anyone's mind but that this amendment should be defeated.

The matter that has been mentioned here about a court decision which was also spoken of as an opinion is another matter which was done undemocratically—

President Schlagle: Mrs. Lindlof—

Mrs. Lindlof: I am going to ask as a matter of personal privilege to be allowed to continue. I think these people need to know exactly what has happened.

The question of going to court was never brought before the Delegate Assembly. It was done without their knowledge or consent and we were informed of that action only last year.

I urge all of you to vote against this amendment. If there is any question about the legality then the aggrieved parties and in this case we are the aggrieved party, we should appeal that if it be a decision and I think it is only an opinion and not an order, and even if it were an order it should be appealed.

I urge that you defeat this amendment.

President Schlagle: Any further discussion?

Mildred McCormick (Louisiana): How many former presidents are there that were elected before 1937?

President Schlagle: Seventeen living.

Does any other person wish to continue this discussion? (No response.) Are you ready for the question? (Question called for.) I will try a voice vote—it must be two-thirds . . . All in favor signify by saying “aye”—opposed, “no” . . . I declare the motion carried—the ayes have it—two-thirds declared favoring the motion.

(*Mrs. Lindlof* asked for the floor.)

President Schlagle: The amendment has been considered. I declare you out of order.

Mrs. Lindlof: Any individual here has a right to ask for a count on a two-thirds vote.

President Schlagle: This matter has been disposed of, according to the Parliamentary, and it is so ordered.

At the Pittsburgh meeting, *Emil J. Skarda*, of Winnetka, Illinois, proposed the third order of business, an amendment to Article I, Section 3. In the absence of *Mr. Skarda*, I am asking *Mary Titus*, chairman of the Rules Committee, to present this amendment for your consideration.

Mary Titus: The proposed amendment to Article I, Section 3.

The dues of members of the NEA effective 1946-47, shall be:*

(* Original proposal made at the Pittsburgh meeting in 1944 was for one year earlier. Dates changed to apply to current year since no meeting of the Association was held in 1945.)

Dues on salaries up to \$1200 shall be \$2;
Dues on salaries from \$1201 to \$2500 inclusive shall be \$3;
Dues on salaries from \$2501 to \$3500 inclusive shall be \$4;
Dues on salaries from \$3501 to \$4500 inclusive shall be \$5;
Dues on salaries from \$4501 to \$5500 inclusive shall be \$6;
Dues on salaries over \$5500 shall be \$10.

Active members shall be entitled to attend all meetings of the Association and its several departments, to vote for delegates to the Representative Assembly, and to hold office. Those who pay annual dues (of \$3, effective beginning 1945-46) shall be entitled to receive *The Journal*. Those who pay (annual) dues of (\$5) \$12 shall be entitled to receive, in addition to *The Journal*, the *Research Bulletins* and the volume of *Proceedings*. Those who pay (\$100) \$125 become members for life without payment of additional dues and are entitled to receive *The Journal*, the *Research Bulletins*, and the volume of *Proceedings*.

President Schlagle: The question before the Assembly is, shall the amendment to Article I, Section 3 be adopted?

Miss Hovey (Illinois): At a meeting of the Illinois delegation last evening, it was the consensus of the group that an explanation was due the Assembly that this amendment was proposed by an individual and not by a group of Illinois delegates.

The Illinois delegation is opposed to this amendment for two reasons: First, that we have had only one year during which we have paid \$3. There has been a notable increase of membership. We think that a change now will cause confusion and possibly even retard our growing membership.

Furthermore, in this day of shortage of clerical help we are opposed to further burdening our staff at NEA Headquarters. Such a change in a set-up of dues would undoubtedly cause a vast amount of extra work. We feel that possibly after we are better established in a growing membership that this amendment might be worthy of our consideration, but at this time the Illinois delegation is definitely opposed to this amendment.

President Schlagle: Any further discussion?

Mr. Wallace W. Hall (California): A point of order.

President Schlagle: The motion was made one year ago, seconded and laid over.

Mr. Hall: I believe that this amendment should be defeated not only for the very good reasons which the lady from Illinois mentioned, that it would be doubtful wisdom at this time to increase the dues, because we had already raised the dues to \$3 two years ago and because of the difficulty of administration, but I believe it should be defeated because of the principle as well.

It seems to me that in an educational association all should pay the same dues because all members should receive and do receive, irrespective of the amount they pay, the same benefits from the association. Furthermore, this proposed amendment provides that those who pay only \$2 will not receive *The Journal*, so that there is some discrimination against those who are in the lower salary brackets and therefore would pay less.

I believe, therefore, that we should defeat this amendment not only because it is difficult to administer and untimely, but because it is false in principle.

Mr. R. J. Hannelly (Arizona): I would like to say that the Arizona delegation is in favor of this proposed amendment in principle. I think that we have come to the conclusion that those who can, should pay.

Now, if we are not of the opinion, however, that these figures are just right, we think that perhaps it would be better for us to have some further figures on what the needs of the Association are and how much revenue this schedule will produce, but we would like to say that we are in favor of the rest of it.

I would like to disagree with *Mr. Hall* when he says that the teacher who pays \$2 on this would not receive *The Journal*. It says, if I read correctly, that those who pay dues shall be entitled to receive *The Journal*. The part in brackets is to be deleted.

However, there is one serious objection I have to this part *Mr. Hall* refers to; a

little farther on, it says that those who pay dues of \$12 shall be entitled to receive, in addition to *The Journal*, the *Research Bulletins* and the volume of *Proceedings*. Suppose I were a teacher in the salary bracket \$1201 to \$2500, that I paid \$3 dues; then in order to get these other two publications, I would have to pay an additional \$9.

I don't believe that has been thought out very carefully by the gentleman who proposed the amendment, so I would like to go on record as being in favor of the principle of graduated dues, but not necessarily this schedule.

(Question on the motion called for. Motion placed before the Assembly for vote. The Chair ruled that having failed to receive a two-thirds majority, the motion for adoption was lost.)

President Schlagle: Harold H. Blanchard (Indiana) proposed at the Pittsburgh Meeting an amendment to Article II, Section 1(d) and I am asking Mr. Blanchard to read this amendment at this time.

Mr. Blanchard: I shall read the amendment which appears at the bottom of page 21 of your Manual, as it would be amended:

The Executive Committee shall consist of (nine) *eleven* members as follows: the president of the Association, the junior past-president, the first vicepresident, the treasurer, the chairman of the Board of Trustees, (two members elected by the Board of Directors for the term of one year and two) and *six* members elected by the Representative Assembly for terms of (one) *three* years. *All members so elected shall take office at the close of the annual meeting in 1946*, and shall draw lots to determine who shall serve terms of one, two, or three years. Thereafter all terms of office for such members shall be three years.* A director elected to the Executive Committee shall continue as a member of the Board of Directors.

President Schlagle: The question before the Assembly is, shall Article II, Section 1 (d) as amended be adopted.

Mr. Blanchard: Probably no organization has as complicated a management as our National Education Association. During this convention the Representative Assembly is the supreme authority on all matters coming before the organization, but at the close of our convention our Board of Directors meets and under our present bylaws elects two members of the Executive Committee and elects each year one member of the Board of Trustees.

The Executive Committee meets several times during the year between meetings of the Representative Assembly and has become the most powerful body of the four that I have mentioned.

Those of us who are backing this amendment feel that as a body of such power and full status it should be more responsible and more responsive to the Delegate Assembly and that a greater proportion of them should be elected directly by this Delegate Assembly.

We recognize that this Board of Directors has an argument when they say that inasmuch as the Executive Committee represents the Board of Directors in the interim, that they should have some power in the selection of that Executive Committee and some representation upon it.

We grant that argument and counter with this one: We have no objection to the Board of Directors nominating three or, if they wish, six members of their own body to be candidates, but to be candidates before this Representative Assembly and to be elected by this Assembly.

Anticipating the passage of the amendment which passed just before replacing the past-presidents on the Board of Directors, this amendment was proposed at Pittsburgh because some of us feel that the past-presidents even tho they be on the Board of Directors should not thru the authority and the vote that they have on the Board of Directors have any voice in the choosing of the members of that Executive Committee.

(* Original proposal made at the Pittsburgh meeting in 1944 was for one year earlier. Dates changed to apply to current year since no meeting of the Association was held in 1945.)

I feel sure that a large number of you agree with me that the Board of Directors can be protected by their proposal of nominations from their own membership and that we as a Delegate Assembly should have the final authority, the final vote on who should represent us on the Executive Committee and carry out our wishes in the eleven months and twenty-seven days between conventions.

I urge your support of this amendment.

President Schlagle: Any further discussion?

Sara C. Ewing (Indiana): We have been working for years changing our organization and we have come a long way. I was a member of the original-amending-the-charter committee that worked for a number of years on changing that charter, amending it. During that time many things were discussed and we had much legal advice. If those of you who are new at this meeting and have not followed the working of this organization for some time, would like to know just what is our present set-up, I am going to take a few minutes to give it to you.

We elect in our state and territory delegations, one member to represent us on the Board of Directors of this organization; we hold them directly responsible to us, go after them if they don't do it the right way. Surely that is part of our democratic organization we have struggled for in this country and we have it here in this group.

They cannot all be at Washington continuously representing us; we could not afford to pay them, so they have this committee now consisting of nine members. We elect in this meeting our officers who are on that Executive Committee, our president, our junior past-president, our first vicepresident and our treasurer, and then we elect two members for that committee right here in this meeting—six out of nine—we have two-thirds control, if you want it that way, of that group. There is nothing there to worry about. Why should we spend our time quibbling over whether we have nine or eleven members on that committee?

Those people go to Washington about every sixty days to carry on our business. We write them, we contact them, they know what we want.

I wish each one of you could come to one of our state meetings. You know our state meeting in Indiana is often referred to as one of the largest educational meetings in the world. We come there, some 15,000 to 25,000 teachers strong, and everybody has a voice in the business.

If we are going to have a Board of Directors, then let's have them have something to do, let's have them hold some responsibility.

I remember very distinctly a discussion I had with *Mr. Roberts*, the son of the author of the book on Rules of Procedure, in which he said, "If you are going to have a Board of Directors, give them something to do; they must be your governing body to a certain extent. If not, then eliminate them."

Now, we have them. Let's either leave this as it is or eliminate them and then we do all the business. We get along very well in Indiana, it works that way, and it is a very democratic meeting.

There are millions of teachers and children over this country expecting us to do great things for education. Let's get down to business and stop this quibbling; let them stand as they are. We have never had such prosperous years as we have had the last ones.

I ask you to defeat the amendment.

President Schlagle: Any further discussion?

Norman C. Brillhart (Pennsylvania): As I see this, the main point at issue is, whom does the Executive Committee represent? The fifty or sixty or now perhaps seventy members of the Board of Directors, or the 1500, or 2000 perhaps this year, delegates who come to this Representative Assembly. The Board of Directors is an excellent group; they have performed a fine function in the past. We might consider them a board of elder statesmen.

Before we come here, as I was told by one of them last night, they screen practically all the business to come before this convention; they go over it with a fine-tooth comb and they have taken a viewpoint on everything that is to come up here and I think you know their viewpoint, or you will know it. That is all

right, if they wish to do so, and we have the benefit of their advice, but my dear folks, in the final analysis we have the decision; the decision is up to us.

I think in the interim you will come to the conclusion I have, that the Executive Committee should represent us, rather than the fifty, sixty, perhaps now seventy members of the Board of Directors.

The second point: The Board of Directors is not voiceless on this group. As it is now they will, even with this amendment, elect the Board of Trustees and the chairman of the Board of Trustees is ex officio a member of the Executive Committee.

I would like to know how many of you know how we, for instance, elect our Executive Secretary, how involved it is, and this has absolutely no reflection upon our excellent secretary, *Mr. Givens*, but just the method.

Do you know you first of all are elected by teachers to come here; in the second place, you then elect the Board of Directors; in the third place, the Board of Directors elects the Board of Trustees and in the fourth place, the Board of Trustees elects the Executive Secretary. Is that democracy in the United States? After all, the founding fathers of our constitution did think we ought to have an electoral system to elect the President of the United States. Do we use it today? No; Tom, Dick and Harry on the street can vote for the President of the United States directly.

How did we use to do in electing United States senators? It used to be that the state legislature elected them. Do we do it today? No, we now vote for the United States senators directly; we got rid of the legislatures; we do it directly.

If we can vote for the President of the United States directly; if we can vote for United States senators directly; why can we not, who teach democracy, practice democracy ourselves? Think that over. We can practice democracy and we should practice democracy or we should quit teaching democracy in our schools.

We are the teachers. If we can trust the uneducated mass of people to vote and use democracy, why can we not trust most of us who are college graduates to use democracy?

I hope that you will vote in favor of this amendment because it is in the direction of getting democracy in our Association. We are simply trying to have six people elected by this body. The Directors may put up their own candidates if they wish, they have that privilege and we invite them to do it, but in the last analysis certainly we want the Executive Committee to represent 1500 to 2000 of us who come here from all over the United States, rather than fifty or sixty Directors.

President Schlagle: The question has been called for . . . I will recognize *Mr. Blanchard*.

Mr. Blanchard: In closing this discussion, I want to say that we had an expression once that has to be revised. We used to say that time flies; now we say that time stands still but the world moves and some of the arguments that were brought up twelve, eleven, ten, nine years ago in amending the charter and bylaws no longer hold. Some of these things have been discussed before and every time we try to make progress we are accused of arguing over trifles, but in spite of those charges, we have made a great deal of progress until the last two years, when by court decision, some of those past-presidents, who had argued their case before this delegate assembly in '34, '35, '36, '37 and had been defeated every one of those times, finally took their case to court, being unwilling to abide by a four-time decision of this Representative Assembly.

Their action in winning that suit has changed things; otherwise I would not have proposed this amendment. It has some argument on the negative, but I believe that the arguments for far outweigh the arguments against, and urge you to vote for this amendment.

President Schlagle: The question has been called for. There has been a petition presented in regular form.

Mrs. Lindlof: I arise to a point of order. I am doing this at this time because at some moment it may become very important when the question is called for. This is my point of order: When the question is called for, it is provided that the question on stopping debate, because that is what the question being called for means, that debate shall be stopped, but the debate is not stopped just because one or two people call for the question; debate is stopped by putting the question, "Shall we stop debate?" to the assembly and if you wish to stop debate, which may be very desirable, then you should have the right to say so and not just because one, two, or three people call "Question." That is democracy—three or four dozen people may call for it, but we are about 1500 people here and we should determine whether debate should stop or not.

I believe that the Parliamentarian will agree that I am correct.

President Schlagle: I don't want to shut off debate, but I did not see anyone rising to be recognized and on account of no one wishing to be recognized, I asked for the question.

Mrs. Lindlof: The proper procedure is to ask, "Do you wish debate stopped?" That is your duty.

President Schlagle: There has been a petition presented in regular form requesting a secret ballot on Article II, Section 1 (d), and I am now asking the Elections Committee to handle this secret voting.

In order that we proceed in a manner that will expedite this motion, it will be necessary that each state delegation be in order and that each state chairman be certain that the persons in his delegation are authorized delegates and that these delegates will vote secretly. I am asking that the chairman of each state delegation come forward in a moment to receive these ballots which will be distributed to your state delegation and they are to vote in secret, these ballots to be collected by the chairman of the state delegation and will be turned over to the Elections Committee, which will adjourn to the room in the rear of the auditorium provided for such purposes as counting these ballots, and they will report later.

I am at this time asking the chairman of each delegation to come forward and receive these ballots and the Elections Committee to come forward and meet with the election chairman. Come around the platform. The Elections Committee, come to the stage.

A question has come to the Chair on voting, as to how you are voting. It is "yes" and "no". Those in favor of adopting the amendment as proposed would vote "yes." Those who would oppose the amendment as presented vote "no." Write either "yes" or "no" on your ballot.

No votes are to be handed to the Elections Committee until further announcement has been made. Only those present are eligible to vote. The Chairman of each delegation should have the same number of ballots as there are delegates in the section or at least, not more than in the section.

Is there any state that has not completed its voting? (Called twice.) Hearing none, I will now ask the Elections Committee to collect the ballots from only one person from each state delegation and that be the chairman of the delegation, only. After the Committee on Elections has collected these ballots, will you kindly retire to the rear of the auditorium and count these ballots reporting to the Chair immediately the results of this election.

Unless there is objection, we will proceed with the regular order of business and announce the result of the voting after it has been totalled and then we will return to the order of business, the nomination of officers, in your printed program.

Hearing no objection, I will now ask *Wilbur F. Murra*, member of the Headquarters Staff, to report for *Ben M. Cherrington*, chairman of the Committee on International Relations.

Mr. Murra: I am reporting for *Mr. Cherrington*, the chairman of the Standing Committee, because of his inability to be in Buffalo at this time.

A brief report of the work of the Committee on International Relations during

the past two years and the plans of the committee for the coming year is published on pages 8 and 9 of the *Summary of Reports* which was mailed to delegates last month. Because most of you now have copies of that report in your hands, I shall not repeat all the detail given therein.

The opening paragraph in the printed summary report names the five members of the Core Committee: *Chairman Ben Cherrington, James T. Shotwell, Rachel Evans Anderson, Kenneth Holland, and William F. Russell.* Dean Russell was appointed to the committee by *President Schlagle* just four months ago to fill the vacancy created last January by the untimely death of *Grayson N. Kefauver*, whose contributions as a member of the Core Committee, during the last three years of his life, merit the lasting appreciation of all members of this Association.

Not named in the printed report are two members and a former member of the NEA staff, whose able services in helping to plan and carry out the work of the committee during the past two years, deserve special mention. They are *Associate Secretary William G. Carr*, his assistant, *Elizabeth Reed*, and *Edward G. Olsen*, who served as special assistant to the committee for a brief but highly productive period in 1944-1945.

In addition to the Core Committee and the Headquarters Staff members there are some six hundred advisory members of the committee—teachers in forty-four states whose contribution to the work of the committee has been substantial during the past two years and whose role should assume greater importance in the year ahead as present plans of the committee are developed. Advisory members help to carry out the committee program not only by advising but also by implementing that program in the several states and communities in which they work.

There should be, however, three times as many advisory members as there are at present. To obtain this number the committee needs the cooperation of the president of every state and local association affiliated with the NEA. As you know, advisory members of all NEA standing committees are appointed by the presidents of affiliated associations. Each fall presidents are invited, by the Secretary's office in Washington, to name representatives of their respective associations to serve on the national bodies. Some local presidents fail to respond to this invitation and others delay so long into the school year that their appointees have very little time in which to serve.

To each of you in this Representative Assembly who is a president of an affiliated association for 1946-1947 I extend the urgent request of *Chairman Cherrington* that you act—and act promptly—next September to respond to the invitation, which you will receive at that time, to appoint one teacher in your association to serve during the coming year as an advisory member of the Committee on International Relations. To those of you who are not Association presidents I hope you will accept as a responsibility of your role as a delegate to this Assembly the mission to pass this request on to your local President when you get back home.

A principal aim of the Committee on International Relations during the past two years has been to help the teachers of America to become more interested in, and better informed on, current critical issues in international affairs. To this end the Committee, thru its advisory members, has been instrumental in having international affairs made the subject of lectures and discussions at thousands of local teacher-association meetings thruout the country. Such meetings have been promoted in four ways:

1. By letters from Dr. Cherrington to all advisory members of the committee.
2. By providing names of speakers on international topics from information furnished by the U. S. Department of State.
3. By making available for free loan to advisory members a total of twelve recordings of discussions on international topics suitable for playing as parts of teachers' meeting programs. (These recordings were made by the World Wide Broadcasting Foundation, by such speakers as Clark Eichelberger, Virginia Gildersleeve, Howard E. Wilson, and Harold Stassen.) In some cases

we know the recordings were played not only in meeting rooms to be heard by the teachers immediately present, but also played on local radio stations—in which cases, of course, they reached a much larger audience.

4. In some ways the most fruitful channel by which our committee has attempted to help in promoting teacher discussion on international affairs has been by assembling kits of pamphlet and poster material intended for use by teachers in preparing programs for local meetings. Each kit contained more than thirty items, accompanied by a specially prepared handbook, and kits were sent free to every advisory member who requested them. In 1944-1945 a total of 330 kits were distributed, and during 1945-1946 the total reached nearly 700.

The committee plans to continue the Kit and Recording program during 1946-1947, with the possibility that one or more suitable 16-millimeter documentary films will be added to the material for distribution. One of the reasons why it is so important to have the committee's advisory members appointed early in the coming school year is to enable them to utilize these Kit and Recording (and possibly film) materials in planning meetings this fall and winter as well as next spring.

The activity just described has contributed directly to the world-mindedness and the information of thousands of teacher members of the NEA, and thru the teachers it has, of course, reached indirectly tens or scores of thousands of children and young people who are our pupils.

The next project which I shall describe has been planned by our Committee to contribute more directly to pupil learning in the field of international understanding and attitudes. This project was launched only three months ago and it will continue thru the coming year. It is a comprehensive study of what is being taught, what can be taught, and what should be taught in all the classrooms of all American schools—that is, on all grade levels from kindergarten thru junior college—and in all subject fields to develop in all American children and youth desirable international attitudes and adequate comprehension of the peoples of the world, of world organization, and of the need for world cooperation as the only means of survival. As now planned, the heart of the study will be the formulation of specific curriculum recommendations which we hope to have embodied in a publication that will be off the press by the time this Assembly holds its next convention one year hence.

To plan and carry out this study and to draft the published report, the Core Committee has invited two other committees to join with it—committees of curriculum specialists named by the two NEA Departments most directly concerned with this field: The National Council for the Social Studies and the Association for Supervision and Curriculum Development. Advice has also been solicited from the 600 advisory members of the NEA committee.

Realizing that the goal of attaining enduring peace thru education cannot be achieved by the efforts—no matter how excellent—of teachers in one country alone the committee has taken some tentative beginning steps toward cooperation with teachers in other countries in the hope that eventually there might be developed a genuinely international approach to the problem of education for international understanding.

President Schlagle: Mr. Murra is not a delegate, therefore he cannot move the adoption of this report. Do I hear a motion for the adoption of his report?

Jennie L. Pingrey (New York): I move the adoption of the report.

(Motion seconded by *Mrs. Mary L. Snow*, Maine, placed before the assembly for vote, and carried. Report of the Committee on International Relations declared adopted.)

Chairman Schlagle: A report of the activities of the Citizenship Committee will be made by *Earle T. Hawkins* of Maryland, chairman.

Mr. Hawkins: In 1939 The Committee on Induction into Citizenship was appointed. In 1941 the name was changed to the Committee on New Voter Preparation and

Recognition, and finally, in 1944 the name was changed to the present designation—the Committee on Citizenship.

In 1940 the committee in cooperation with civic and fraternal groups secured Congressional action authorizing the President of the United States to proclaim annually the third Sunday in May as Citizenship Recognition Day, commonly known as “I Am An American Day.”

In 1944 after the committee was reorganized and renamed, the members under the chairmanship of *Willard Graff* gave considerable study to the outlining of its functions, culminating in the publication of an attractive six-page brochure, *By Each Generation*, which was widely distributed.

In this brochure the Committee states its purposes which will be found on page 6, seventh Summary.

a. To formulate on a national scale policies by which the NEA may encourage state and local associations in developing an effective citizenship program.

b. To promote wider acceptance of the importance of effectively inducting new voters into the privileges and responsibilities of citizenship.

c. To encourage the interest, cooperation, and participation of other organized groups working along similar lines.

d. To identify and publicize effective programs of citizenship education already in practise.

A summary of the committee's activities and a list of its members will be found on p. 6-8 of *Committee Reports*.

The field of citizenship is a broad one. The Committee members recognized that while they might work on their first objective—that of encouraging effective local and state citizenship programs—their work must in some way be delimited in order to accomplish anything definite. Therefore, they have continued to emphasize progress of induction into citizenship, particularly for the two million young men and women who each year reach their voting age.

During the past year the Committee has:

1. Held three regular and one optional meeting of the Committee.
2. Contacted at least twice each of the nearly 500 state and local advisory committee members.
3. Issued, for the first time, 25,000 copies of a specially designed Citizenship Day poster featuring the suggested theme “United We Build.”
4. Continued the distribution of the leaflet *By Each Generation*, prepared in the early months of 1945.
5. Developed with the aid of the NEA Research Division a 36-page manual on National Citizenship Day. Over 12,000 copies of this manual have been distributed.
6. Had printed 25,000 copies of a brochure to encourage the celebration of Citizenship Day and to inform interested persons of the poster and the manual that were available. (The American Legion distributed 14,000 copies to their local Posts; the U. S. Immigration and Naturalization Service sent out 3000 copies of the brochure and several hundred copies of the poster and manual; the U. S. Department of Agriculture and the National Grange also cooperated extensively in the distribution.)
7. Prepared and sent out several thousand copies of press releases and special articles to newspapers and magazines (including also a mat of the Citizenship Day poster.)
8. Held frequent conferences with representatives of the U. S. Department of Justice and the Immigration and Naturalization Service in a cooperative endeavor to strengthen efforts to improve American Citizenship and to encourage celebration of National Citizenship Day.

The Committee expects to continue to emphasize the desirability of a citizenship program for what might be called the neglected era for many—the late teen years between the cessation of school attendance and the beginning of the voting age.

But in the meetings during the past twelve months there came repeatedly into our consciousness and our conscience the feeling that the whole era of citizenship and citizenship education needed consideration. With the ending of the war there followed the inevitable period of "let down." (Many citizens tended to feel that their greatest obligations were over—that they could again "coast.") The spirit of service, sacrifice, and cooperation so obvious during the war in civilian defense, in buying of war bonds, in undergoing rationing and shortages willingly, seemed to fade quickly with the cessation of hostilities.

Your committee felt that *this* was the year to make an increased effort in the whole field of citizenship education. We recognized, of course, that the schools are not the only agency in the area of citizenship. (The home, the church, the community, the radio, press, and movies as well as various youth-serving groups—all have their parts to play and many have well-developed programs of citizenship.)

But the committee was convinced that organized education, thru the leadership of the NEA, was the logical group to focus national attention on the important problem of citizenship in the postwar era.

Accordingly it was proposed to call, in the city of Philadelphia—the birthplace of the Declaration of Independence—a National Conference on Citizenship during the month of May to culminate in Citizenship Day on May 19.

The idea was presented to the Executive Committee of the NEA, approved by them with funds provided, and a full-time promotion and public-relations director secured for a three-month period to carry forward plans for such a conference.

Attractively engraved invitations were issued to a widely varying group of national organizations, practically all of whom—175 in number—expressed their willingness to cooperate and in many instances their real enthusiasm regarding the idea of the conference. The time was short, but when the conference opened at the Bellevue-Stratford Hotel seven weeks ago 200 delegates were there representing 134 national organizations. (Several youth-serving groups sent not only adult leaders but youth of the late teen age and several of these young folks made real contributions to the discussions that went on for a two-day period.)

The U. S. Chamber of Commerce, the Red Cross, the American Legion and the Veterans of Foreign Wars, the YM and YWCA, the Boy Scouts and Girl Scouts, the NAM, the AFofL and the CIO, the Colonial Dames and the DAR, the Salvation Army, the Future Farmers of America, the National Council of Catholic Women, the National Conference of Christians and Jews, the International Society of Christian Endeavor, Kiwanis, Civitan, De Molay, B'nai B'rith, the National Congress of PTA's and the National Child Study Association—all these and a hundred more were represented.

The delegates were divided into eight working groups as follows:

1. Strengthening the contribution of the *schools* to citizenship.
2. Strengthening the contribution of the *home* to citizenship.
3. Strengthening the contribution of the *churches* to citizenship.
4. Strengthening the contribution of the *community groups*.
5. Strengthening the contribution of the *press, radio, and movies*.
6. Strengthening the contribution of the *patriotic and veterans organizations*.
7. Strengthening the contribution of the *occupational groups*.
8. Strengthening the contribution of the *youth-serving groups*.

Three persons of national prominence were assigned to each group as chairman, discussion leader, and recorder.

Among the speakers at the general meetings were: Governor Ellis Arnall of Georgia; Daniel A. Poling, prominent churchman; Ugo Carusi, commissioner of the Immigration and Naturalization Service; and Attorney-General Tom Clark.

The late Chief Justice Stone was greatly interested in the idea of the conference and probably one of his last acts was that of accepting the honorary chairmanship.

With the consent of his widow his picture was placed in the front of the conference program with his name listed as honorary chairman, and the program was dedicated to his memory.

The purposes of the conference were listed as follows:

To re-evaluate the importance of American citizenship.

To assist in developing more dynamic procedures for making citizenship effective.

To indicate ways and means by which various organizations may contribute to the development of citizenship. Your committee believes that the printed report of the *Proceedings* will show that these were in some measure accomplished. But it would be wishful thinking to assume that this one conference could answer or did answer the problem of utilizing effectively and coordinating to some degree the manifold forces in the country working toward the end of more vital and effective citizenship.

The final session of the conference passed unanimously a resolution approving the conference, expressing enthusiastic appreciation of the NEA's vision and leadership in sponsoring and convoking the conference, and going on record as hoping that the NEA would continue to exercise leadership in the important field of citizenship. There was an apparently unanimous conviction that this conference marked a real milestone in a nationwide, coordinated consideration of the ways of bringing about more effective citizenship.

Your committee is convinced that the NEA has made and can continue to make an outstanding contribution to the civic welfare of our country thru its national leadership in this field. The committee wishes to thank *President Schlagle*, *Secretary Givens*, and the members of the Executive Committee for their vision, and their confidence in the committee in being willing to sponsor and finance the First National Conference of Citizenship which we believe has reflected credit in the NEA in forwarding the progress of citizenship education in America.

The Recommendations were not printed in the *Summary of Reports* which you have because we wanted to wait until after the Philadelphia Conference. I think many of you have a mimeographed copy of those. I am going to proceed to read those at the present time.

Our Committee on Citizenship recommends:

1. That the National Education Association actively encourage a nationwide program dealing with the problem of developing a sound and effective citizenship.

2. That the National Education Association adopt as a regular policy the sponsoring of periodic national conferences on citizenship practices following the precedent set by the 1946 Philadelphia Conference.

3. That a complete report of the National Conference on Citizenship be printed in attractive usable form and be made generally available, at cost, to all interested parties.

4. That the work of the Committee on Citizenship be supported by an annual budget allowance somewhat larger than the amount for the 1945-46 association year.

5. That the committee continue to lay particular emphasis on a constructive program for inducting new voters into the privileges and responsibilities of active citizenship.

6. That the committee continue to stress nationwide observance of National Citizenship Day thru:

- a. Cooperating with state and local educational associations.

- b. Contacting the nearly 500 state and local advisory members of the Citizenship Committee.

- c. Continuing to make available and distribute copies of the citizenship manual issued this year by the committee.

- d. Issuing annually a new poster for Citizenship Day and making it available by February 1, each year.

e. Collecting programs and other material used in Citizenship Day activities all over the country.

7. That the committee keep alive the contacts established with the one hundred and seventy-six national organizations which cooperated this year in the National Conference on Citizenship.

President Schlagle: Mr. Hawkins is not a member of the Delegate Assembly and I ask that someone from the Delegate Assembly move that this report be adopted with these recommendations.

Mr. Faulkner (Maryland): I move that we adopt the recommendations of this committee.

President Schlagle: He moves that this report and its recommendations be adopted.

(The motion was seconded by *Joe Howard*, Kentucky, placed before the body for vote, and carried. Report of the Committee on Citizenship declared adopted, together with its recommendations.)

President Schlagle: L. A. Pinckney of Missouri, chairman of the Committee on Credit Unions, will now report.

Mr. Pinckney: You will find the credit union report on page 13 of your *Summary of Reports*.

During the past two years the committee has had two meetings, one in October of 1944 and one in October of 1945. The credit union is now fully recognized as an integral and essential part of any well-rounded teacher welfare program. Accordingly, the Committee has set up the following objectives:

1. To keep the teaching profession continuously informed as to the need for and value of credit unions.
2. To help the members of teacher credit unions to make efficient use of the facilities and resources available to them.
3. Ultimately—to make available credit unions to every school employee in the United States.

In normal times there are approximately one million teachers in the United States. At present about six hundred teacher credit unions are serving possibly one hundred thousand of these teachers. The Committee realizes fully that to bring credit union service to the other nine hundred thousand involves a long range program requiring years to accomplish. However, definite progress is being made:

1. Regional assignments of the states have been made to the members of the committee, as follows:

L. A. Pinckney, chairman, 340 South Lawn Avenue, Kansas City 1, Missouri (Kansas, Missouri, Nebraska, Iowa, North Dakota, South Dakota and Minnesota); *G. G. Gudmundson*, 16 Lincoln Avenue, East Roselle Park, New Jersey (New England states and New York, New Jersey, Delaware, Pennsylvania, West Virginia, Maryland, Virginia and District of Columbia); *H. Clay McGuffey*, 877 Arcade, Cleveland 14, Ohio (Ohio, Kentucky, Indiana, Illinois, Michigan and Wisconsin); *Hugh Stout*, Gerlinger Building, Portland, Oregon (Mountain and Pacific Coast states and Hawaii and Alaska); and *Linnie B. Wilson*, Masonic Temple Building, Tulsa 3, Oklahoma (The Southern states east from Oklahoma and Texas and Puerto Rico and Virgin Islands).

Each member is planning a campaign of organization in the states in his area. This is being done in cooperation with the local and state associations, members of the Advisory Committee, and the state managing directors of the Credit Union National Association.

2. News items and articles about credit unions are appearing in educational magazines and in the *NEA Journal*. In the March 1946 issue there was an excellent article entitled "Credit Where Credit Is Due." (I would like to say that reprints of that article are available to any who wish to write to Washington for them.)

3. A special leaflet entitled *The Teachers Credit Union from a Superintendent's Viewpoint* has been written by a nationally known superintendent and is being distributed in pamphlet form. May I say the superintendent is *Harold G. Hunt* of Kansas City. He is well known nationally and he has given his opinion regarding credit unions.

He writes:

The teachers credit union, therefore, should receive the hearty endorsement of every school superintendent. In its operation it affords effective implementation of the principles of democracy and of cooperative endeavor which underlie modern educational philosophy. As a service organization the credit union ranks at the top in rendering service to all members; whether lender or borrower it is one instance where, actually, everybody wins. And in demonstrating the ability of teachers to handle and manage effectively large amounts of money, teachers credit unions have aided in raising the educational profession in the estimation of the business and economic world. Any service organization earns the appreciation of those whom it helps. The teachers credit union, with its record of accomplishment in three fields of service, earns recognition and endorsement that are eminently deserved.

4. A discussion pamphlet of the Department of Classroom Teachers, prepared by the NEA Research Division, has recently been made available for distribution. This is an excellent presentation of the case for teacher credit unions.

5. Teachers colleges and universities are being urged to include the credit union as a part of their courses of instruction in teacher welfare programs.

6. To determine the present status of teacher credit unions another survey is being conducted as of December 31, 1945. The last one made was in 1939. This will bring credit union information up to date and will also reflect the effect of the war on credit union operation.

It is the consensus of opinion that credit unions are now on the threshold of a period of growth and expansion such as they have never experienced before. The war unfortunately has caused the demand for credit union services to be reduced to a minimum. However, in spite of this, credit unions have come thru financially strong, so that they are ready and able to meet the increased demands that are sure to come with the return of peace. It is now more than ever the duty and responsibility of the NEA, of all state and local associations, and of all teacher credit unions now in operation to encourage and actively assist in a program of credit union education and organization so that all teachers may enjoy the financial security thus offered.

The following NEA publications are available to assist in this program:

1. *Status of Teacher Credit Unions*, 1939.
2. *How to Organize Teacher Credit Unions*, 1940.
3. *Credit Unions: The Cooperative Finance Movement*, 1943.
4. *The Teachers Credit Union*. Personal Growth Leaflet No. 138 Revised 1945.
5. *Credit Unions for Teachers* (Discussion Pamphlet No. 6), 1945.

The Committee recommends that:

1. This Representative Assembly reaffirm its belief in the credit union as an essential part of a teacher welfare program.

At this point I would like to call to your attention what has been done by the Missouri State Teachers Association in this regard. They have issued here a progress report to their membership and along with their report on what has been done toward retirement and tenure, life insurance, and health and accident insurance, there is a report on what has been done in the state of Missouri on teacher unions. No program of teacher welfare is complete without including the credit union.

2. It endorse fully the program of credit union education and organization.
3. It request each state and local association, in cooperation with the credit union advisory committee members in that state, to plan credit union organization so as to provide complete coverage for the state.

Thank you, Mr. President. I am not a member of the Delegate Assembly, I am not entitled to move the adoption.

President Schlagle: You have heard the report of the chairman on Credit Unions. We will now entertain a motion that this report be approved and its recommendations be accepted.

(*D. D. Stephens*, Alabama, moved that the report be accepted. Motion seconded by *Mr. Terrebonne*, Louisiana, placed before the Assembly for vote, and carried. Report of the chairman of the Committee on Credit Unions declared adopted.)

President Schlagle: Next will be a report by the chairman of the Committee on Tenure and Academic Freedom. *H. B. Allman*, of Indiana, will present the report.

Mr. Allman: Your Tenure Committee consists of five members, assisted by approximately 600 advisory committee members distributed in their respective states. We have prepared a report. In the preparation of that report we had the services of the Research Division of the NEA and we are deeply indebted to *Frank Hubbard*, *Mrs. Remmlein*, and *Mr. DuShane*.

I should like to direct to your attention the section on "Present Status of Tenure" on page 6 (of the report of the Committee on Tenure and Academic Freedom), also the two maps on pages 8 and 9. Similarly, a statement of some unfinished tasks on pages 12, 13 and 14, and particularly the little prophetic statement on the back page under "Looking Ahead."

I assume that you can read those without too much difficulty if and when you are interested. I shall turn then directly to the first part of this report, page 3, which must be given for the record:

REPORT ON TENURE

Recommendations

The Committee on Tenure and Academic Freedom recognizes security of employment as one of the strongest safeguards of the teaching profession and hereby asks the National Education Association to reaffirm its long-standing commitments on tenure and to approve the following specific recommendations:

1. That the Committee be granted by the Association full authorization under the rules and regulations of the Association to investigate at will cases of unfair treatment and unjust dismissal of members of the teaching profession and to make public its reports at such times and in such manner as in the opinion of the Committee will be of greatest benefit to the individual investigated, or to the teaching profession.

2. That since the stability of the teaching profession will improve as our conceptions of tenure are clarified, continuation of the constant study of teacher tenure, teacher welfare, and teacher protection be planned and reports published for the information of the profession.

3. That authorization be given to continue the policy of full and complete cooperation with state and local associations interested in securing or strengthening tenure by furnishing to them consultation, advice, and speakers.

4. That approval be given by the Association of the reports of cases of discharged teachers investigated during the past year and included in this annual report of the Committee.

5. That this Delegate Assembly direct that an appropriation be granted for the year 1946-47 of \$10,000 for the use of the Committee on Tenure and Academic Freedom when and as needed to carry out the tenure program of the Association.

6. That there be adopted the policy of giving prompt and adequate publicity in *The Journal of the National Education Association* not only to general articles on tenure but also to reports of specific investigation made by this Committee, as

well as to accounts of results obtained in local committees thru assistance of this and other welfare committees of the National Education Association.

7. That in the postwar period, vigorous defense of tenure rights and persistent safeguarding of professional standards of teaching are urged by this Committee, to the end that the schools shall emerge from this critical period well staffed and fully equipped to promote the welfare of our nation's children; and that the teachers returning from military leave be accorded full protection under the law and whatever assistance they may need in becoming reoriented.

Education is the foundation of democracy. If we have good teachers we shall have good schools. The challenge to the teachers of the nation was never greater than in the present emergency. If our schools are to be better, our teachers must be secure.

As a member of the Delegate Assembly, I move the adoption of the report and its recommendations.

(Motion seconded by *O. B. Dabney* of Kentucky, placed before the Assembly for vote, and carried. Report of the chairman of the Committee on Tenure and Academic Freedom declared adopted with its recommendations.)

President Schlagle: The chairman of the Committee on Professional Ethics, *Virgil M. Rogers* of Michigan, will now report for his Committee.

Mr. Rogers: The report of the Committee is found on pages 9, 10, and 11 of the *Summary of Reports*. The separate report of the Committee on Professional Ethics should have been given to you as you entered the auditorium or is available for you thru *T. D. Martin* of NEA Headquarters.

I wish to thank the members of the Committee whose names are as follows: *Pearl Donoho*, Omaha, Nebr.; *Marie Ernst*, St. Louis, Mo.; *Lillian Gray*, San José, Calif.; and *W. H. Lemmel*, Wilmington, Del., for their cooperation in the achievements of the past two years. We feel that great progress has been made in stimulating interest in and appreciation for high ethical standards in the teaching profession.

We consider the most significant action of the Committee the expulsion from membership of William H. Johnson, superintendent of Chicago's public schools. This has taken a period of two years to achieve. We requested the National Committee for the Defense of Democracy through Education to investigate Chicago's schools in October, 1944. In October, 1945 we studied the report of *Mr. DuShane's* Committee and agreed that Superintendent Johnson should be requested to stand trial because of the findings. On January 18, 1946 the trial and expulsion took place. Since that date Superintendent Johnson has resigned and part of the board of education with him. The Mayor's Committee has recommended that all board members be replaced by a new board and that a new superintendent be selected without political interference. At the present time petitions are being signed by a million Chicago citizens, requesting that the Mayor's Committee's recommendations be put into effect at once.

This is the first time in the history of the United States when a teaching group has reviewed the professional conduct of one of its members and has taken such drastic action. Judging by the volume of approving letters and editorials in the educational press of the nation the action has been universally lauded.

As a leading editorial of *The Nation's Schools* for March 1946 points out, no single action could have done more to increase the prestige of the teaching group.

This is the first case of disciplinary action against a member of the National Education Association since our Code of Professional Ethics was established 17 years ago. The full story is told in *The Report of the Committee on Professional Ethics* and *The Report of the Investigation of Certain Personnel Procedures in the Chicago Public Schools*, prepared by the Commission for the Defense of Democracy through Education.

At yesterday's meeting of the Advisory Committee on Professional Ethics the action of the core committee was sustained unanimously by a vote of that group with reference to the expulsion.

The Committee recommends:

1. That this report of the Committee, including its action in expelling Super-

intendent Johnson from membership in the Association, be approved by the Representative Assembly.

2. That an allotment of \$1500 be authorized to cover the expenses of the 1946-47 meeting of the Committee and such projects as shall be undertaken by the Committee during the next year.

3. That provision be made thru the Commission for the Defense of Democracy through Education for making investigations where evidence justifies and to report its findings to the Ethics Committee for their consideration and action to the end that teaching may come to be accepted as one of the honored professions.

I recommend that this body go on record approving of the action of the Ethics Committee and move the adoption of this report.

(Motion seconded by *J. F. Wellemeyer* of Kansas.)

President Schlagle: To confirm that in an official manner, it must come up during the time of the Budget Committee Report. Any action taken at this time regarding financing such committees must be approved by roll call vote approving this appropriation at the time of the adoption of the Budget.

I now put the motion to accept this report and approve its recommendations. All in favor of this motion signify by saying "aye," opposed, "no"—the ayes have it, and it is so ordered.

We will now return to our order of business, if there is no objection, according to the printed program.

I will announce the result of the balloting:

Total votes	1529
"Yes"	766
"Noes"	763.

The amendment to Article II, Section 1(d) failed to receive the necessary two-thirds vote and is thereby declared lost.

The next order of business is the nominations for president, first vicepresident, eleven other vicepresidents, treasurer, two members of the executive committee, and nineteen state directors. I will now ask *Mr. Givens* to call the roll of states for the nominations for president of this Association for the next year.

In the meantime, I am going to ask that all those who are making nomination speeches for president, first vicepresident or any of these major offices that I have just mentioned, or second speeches to them, will kindly come to the platform. If those are only seconding without referring to the Rules Committee, then those may be made by your own state delegation in place.

I will now ask *Mr. Givens* to call the roll of states for the nomination for president of this Association for the next year.

Executive Secretary Givens: I am now calling the roll by states for nominations for the president of the National Education Association:

Alabama . . .

Alaska . . .

Delegate from Alaska: Alaska yields to Washington.

Mrs. L. O. Anderson (Washington): Washington State at this time nominates for president of the National Education Association her distinguished educator, statesman, and school chief—*Mrs. Pearl A. Wanamaker*.

Both classroom teachers and administrators wholeheartedly and unanimously endorse her. We have drafted her for this service.

In selecting its president, our profession sometimes has sought either to honor an individual or certain groups. In the present crisis, however, a bigger issue is at stake. These times demand the most competent leadership available.

In *Pearl Wanamaker* we have a unique combination of leadership, experience, and skill. What *Mrs. Wanamaker* has done for schools in the state of Washington she must now help do for all the schools of America. Every problem now facing the nation is one that *Pearl Wanamaker* has actually been solving.

What are America's school problems? Public support, understanding, goodwill, and cooperation; financial support, money for school buildings and equipment; money for better salaries and more of them.

Equalization of opportunities for America's thirty million school children. Right now, America needs effective education for democracy, also, education in international and intercultural affairs.

On every one of these points, Washington state—under the leadership of *Mrs. Wanamaker*—has made distinct progress.

During her administration, school support in Washington has doubled; likewise, teachers' salaries.

Equalization has spread costs and opportunities.

Teacher tenure, retirement, and sick leave, now covering 90 percent of our teachers, have reached an all-time high.

Mrs. Wanamaker rates not only with teachers but with leaders in every walk of life. As a woman with heart, soul, and brains, *Pearl A. Wanamaker* is "tops."

She knows education from the grassroots up for she has manned every post from rural schools to the top. She knows other jobs, too—farming, timber, logging. For ten years she worked for education either in our House of Representatives or in the state Senate. Ten years!

Pearl Wanamaker stands for principle. You can't bribe her. You can't buy her. You can't fool her.

Isn't it time we have something to say to pressure groups, covetously eyeing our schools?

With good old American spunk, our fearless, but tactful, leader focuses the spotlight on those who would seize school money or school property.

Pearl Wanamaker stands for local control, and for absolutely divorcing partisan politics from education.

American teachers must today have some part in peace-making and in world affairs. *Mrs. Wanamaker* was chosen to serve on General MacArthur's mission to revamp education in Japan. You already know of her work on our Educational Policies Commission, and upon the joint Canada-United States Education committee.

During her administration, our state membership in the NEA has climbed from 2600 to 10,700.

We offer the teachers of the nation a rare and outstanding leader. Where else could you find a president with such background—experience—personality—and dynamic leadership?

Mrs. Wanamaker knows schools; she knows people; best of all she is human. Back of all these achievements there's a warm heart and scintillating sense of humor. Our superintendent is a real pal to all of us classroom teachers out in Washington. Affectionately we call her "Pearl," and march with her, shoulder to shoulder, in this—life's Great Adventure.

Can you not see in *Pearl A. Wanamaker* this tremendous leadership strength?

The record speaks:

Rural teacher . . . classroom teacher, in both elementary and high school.

County superintendent . . . state superintendent.

Legislator in the House of Representatives.

Legislator in the state Senate.

Member of the NEA Commission making national policies.

Member of the Japan mission writing international policies.

Ladies and gentlemen, in behalf of the teachers of the Pacific Northwest and of all of you, I now place in nomination the name of *Pearl A. Wanamaker*, whom, we hope, you will elect as the next president of the National Education Association. Thank you!

(Roll Call followed. Arizona yields to New York.)

W. H. Pillsbury (New York): I wish to express first of all my appreciation to the

delegate from Arizona for her courtesy in yielding to New York at this early stage of the program.

Education in the United States faces at this time a crisis which demands unusual qualities of leadership. On the one hand, education has been recognized by the charter of the United Nations as a fundamental instrument for the waging of peace. All over the world, as nations grope for democracy, the imperative need of education is becoming increasingly recognized.

On the other hand, right here in the United States, the birthplace of universal education, thousands of schools are closed and thousands more inadequately staffed for want of qualified teachers. Faced by this situation, the educational forces of this country desperately need wise planning, courageous action, devoted service, and dynamic leadership.

It is because she has so thoroly demonstrated her ability in precisely those fields that New York presents the name of *Emily Tarbell*. Even as a young girl in a New England parsonage, her early ambition was to be a teacher in the schools, and she has realized that ambition.

During her entire professional career, she has held the strategic position of classroom teacher. As such she is thoroly familiar with the problems confronting teachers and the conditions which are essential if their morale is to be maintained. In all her contacts, local, state, and national, she has worked incessantly and effectively for the welfare of teachers. In her community, she is well beloved as a superior teacher, not only of boys, but of adults as well, and also for her professional leadership and her educational writing.

In New York state, among other activities, she has served for twelve years as a member of the Legislative Committee in which capacity she has to no small degree been responsible for legislation leading to the increase in state aid for education, the authorization of nursery schools, better salaries and extended tenure for teachers, and a retirement system that has proved a model for the other states of the Union.

On the national level, she has long been recognized as an aggressive champion of academic freedom and all measures for the welfare and protection of teachers.

As president of the Classroom Teachers Department, she traveled extensively all over the United States, spoke in twenty-seven states and secured first-hand contact with the problems of teachers the country over.

Her two terms as a member of the Educational Policies Commission have given her a broad outlook professionally. She is thoroly familiar with the NEA, its ideals, its procedures, its organization, thru service on a host of committees as well as membership on the Executive Committee for the last four years.

Because, therefore, she is so peculiarly equipped by personality and temperament, by broad experience on the local, state, and national level, and by a long record of wise planning, devoted service, courageous action, and dynamic leadership, New York takes great pride in nominating for the presidency of the NEA a worthy successor to a distinguished line of leaders, *Emily A. Tarbell*.

(Roll Call continued. Arkansas seconds the nomination of *Mrs. Wanamaker*. Delegate from California was recognized.)

Mary Virginia Morris (California): It is my great pleasure and honor to second the nomination of *Emily Tarbell* for the presidency of the National Education Association.

The teachers of the nation desire to have as the president of the National Education Association a person who is gentle enough to be loved, firm enough to be respected, brave enough to be courageous, and prepared enough to be followed. We feel *Miss Tarbell* possesses these qualities of leadership to a high degree.

Increased state aid for education, raising minimum salary of teachers, extension of tenure, increasing amount of state scholarships, authorization of nursery schools, making normal schools into state teachers colleges, protection of teachers retirement system, granting state aid for summer and night schools, are all products of her outstanding legislative work in New York state.

A great number of the legislators of her state turn to her for counsel on educational legislation. Many of these men become Congressmen who remember *Miss Tarbell's* clear analysis of bills and her desire for legislation designed to serve the best interests of the boys and girls of the nation.

Her experiences in the National Education Association, including membership on important committees, presidency of the Department of Classroom Teachers, elected membership on the Educational Policies Commission, and membership on the Executive Committee have given her the necessary experience for the office of president of the National Education Association.

The election of a classroom teacher to the presidency of the NEA, at this time, after an interval of five years, is perhaps the best answer to the criticism of certain unaffiliated groups which accuse our National Education Association of being undemocratic.

I believe that the teachers of the nation wholeheartedly endorse *Miss Tarbell*, therefore I second the nomination of *Emily Tarbell*, a classroom teacher, for the presidency of the National Education Association.

(Roll Call continued. Colorado seconds the nomination of *Mrs. Wanamaker*. Connecticut seconds nomination of *Miss Tarbell*. Delaware seconds nomination of *Mrs. Wanamaker*. Georgia delegation asked that *Jere Wells* be recognized.)

Mr. Wells: As a member of the Legislative Committee of the NEA for the last five, six years, I duly have reached the conclusion that the No. 1 problem confronting the public schools of America today is that of a national equalizational educational association fund, a fund to put a floor under the education of American youth.

I take pleasure in seconding the nomination of *Pearl A. Wanamaker* of Washington because of the splendid record she has in her own state, as a teacher in a one-room school, as a teacher in the larger schools, as an elementary principal, as a county school superintendent, as a representative in the legislature and senate of the state of Washington for ten years, for six years as the great state leader of education in Washington, they have put a floor under the teachers of Washington to the extent of a minimum of \$1800. Next year that minimum will be \$2000 and the year following, \$2400 for the teachers in Washington.

We need now a floor under the teachers of America, we need an equalization fund from the national standpoint. She has seen to it that ten out of eleven representatives from Washington are now supporting federal aid for education. We need to get behind a person with this rich experience to help us secure the economic stability of the teachers of America.

(Roll Call continued. Hawaii, Idaho, Illinois, and Kansas seconded the nomination of *Mrs. Wanamaker*. Maryland asked that *Mrs. Elizabeth McDonald* be recognized.)

Mrs. McDonald: I have been chosen by the Maryland delegation to take this opportunity to speak concerning the nomination of *Mrs. Pearl A. Wanamaker* as a candidate for the presidency of this organization.

We of Maryland are strong advocates of a unified educational front. As a classroom teacher, it has been my privilege to serve as a member of the steering committee responsible for the development of the educational legislation which has resulted in the splendid progress made recently in our Free State, Maryland.

In addition to classroom teachers, this committee is composed of the state superintendent of schools, local administrators, officers of the state teachers association, and members of the Maryland Congress of Parents and Teachers.

We in Maryland have tangible proof of the value of unity in approaching educational problems. Washington state has used a similar approach in the field of education and has experienced the same results. *Mrs. Wanamaker*, as the leader of Washington's educational program, as a classroom teacher, as a local administrator, as a state superintendent of schools, and as a member of the state Legislature, is the ideal candidate for the leadership of a unified attack on our national educational front.

It is my very great privilege and honor to speak on behalf of the Maryland

delegation which unanimously seconds the nomination of *Mrs. Pearl A. Wanamaker* as candidate for the president of the National Education Association.

(Roll Call continued. Michigan seconded the nomination of *Miss Tarbell*. *Mrs. Myrtle Hooper Dahl* of Minnesota recognized.)

Mrs. Dahl: The teachers of Minnesota are very happy to second the nomination of *Miss Emily Tarbell* of New York. We have always had a feeling in our state that the highest honor that can be conferred upon any of our members should be conferred upon the person who has done the most work for the organization. An organization progresses by the headwork and footwork of somebody in the organization and for many years *Miss Emily Tarbell* has served the NEA well, as a member of its Policies Commission, as a member of its executive committees, as president of the Department of Classroom Teachers—you have heard the many positions she has held. She has filled each position well, she has furnished real leadership and now it seems that the only way we can reward these people who give their time and energy over a period of years should be by giving to them the honor of serving in the highest position that we have.

Miss Tarbell is experienced in legislation. New York state has long been a leader in fine, legislative programs and she has served for a period of many years on that committee. She is well known to the New York delegation in the Congress.

Miss Tarbell's record as a worker for teachers over this United States as she traveled from state to state is well known and so the teachers of Minnesota feel that the NEA can show its appreciation to its member who has done so much for us by giving to her now the honor of serving as our president.

Minnesota seconds *Miss Tarbell's* nomination.

(Roll Call continued. Mississippi seconds nomination of *Mrs. Wanamaker*. *M. P. Moe* of Montana was recognized.)

Mr. Moe: The delegate assembly of the Montana Education Association composed of 74 percent classroom teachers unanimously endorses the candidacy of *Pearl Wanamaker*.

(Roll Call continued to its conclusion, with Nebraska, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Tennessee, Vermont, Virginia, Alaska, and Wyoming seconding the nomination of *Mrs. Wanamaker*; and New Jersey, Arizona, North Carolina, Oklahoma, Pennsylvania, Rhode Island, and Wisconsin seconding the nomination of *Miss Tarbell*.)

Secretary Givens: Mr. President, the Roll Call has been called for the nominations for president.

President Schlagle: We will now have the Roll Call of the states for nominations for first vicepresident. I am asking *Secretary Givens* to call the roll of states.

Secretary Givens: I am now calling the Roll for nominations for first vicepresident of the National Education Association.

(Roll Call followed. Arizona yielded to California. *Leland M. Pryor* was recognized.)

Mr. Pryor (California): I have the privilege of placing the name of *Leonard L. Bowman* of Santa Barbara in nomination for the position of first vicepresident of the National Education Association.

We believe the position of first vicepresident is second only to the presidency in importance. It should receive your careful consideration. It should be filled by a person highly qualified by training and experience, by one who has the proper philosophy and point of view in education and in teacher organization work. We are happy to recommend to you a man who we think is exceptionally well qualified for this important position.

Mr. Bowman began his work in teacher organization by serving as treasurer of the Santa Barbara City Teachers Club. Then the elementary teachers of Santa Barbara elected him to represent them for a two-year term in the Southern Council of the California Teachers Association. Next, the secondary teachers of his home town chose him to represent them for a term in the same council. This was followed by a term as representative of the administrators group of

Santa Barbara. During these years on the Southern Council he served on many state and sectional committees. He was elected repeatedly by the members of the Southern Council to the board of directors of the Southern Section of the California Teachers Association, where he served for eight years. He was elected vice-president of the Southern Section of the CTA and the next year as president. He gave the Southern Section one of its best administrations.

His ten-year record of service in the California Teachers Association was followed by his election to the NEA directorship for California where he served for three years. During these years, as State Director, he was interested in bringing about a better and more sympathetic understanding between the National Education Association and the State Associations, and a greater coordination of their efforts and programs. At the conclusion of his three years as director, he was elected by the NEA delegates at the Denver convention, to a place on the executive committee of National Education Association. Here he has served during the past four years. During these four years he has been present at every meeting of the executive committee, traveling about 6000 miles for each meeting. *Mr. Bowman* declares there could hardly be a better preparation for taking part in an NEA Executive Committee meeting than a trip across this great country from the beaches of Santa Barbara to the banks of the Potomac.

A national point of view that sees both the problems of education and the problems of teacher organizations as nationwide, is imperative for those who would lead in the program of the National Education Association. *Mr. Bowman* is now attending his tenth NEA convention as an official delegate from California.

Mr. Bowman knows organization and administration, not only from experience, but by training as well. He majored in administration at Leland Stanford University where he was granted the degree of Doctor of Education. His doctor's dissertation on the history and organization of the California Teachers Association is one of the most exhaustive and comprehensive studies ever made in the field of teacher organizations.

Mr. Bowman's outstanding record of service to public education and to the teaching profession in California has won for him the confidence and support of the leaders in education in his home state on all levels. We believe that his many friends among the teachers thruout the country appreciate his record of service in the National Education Association.

Mr. Bowman believes in education as the only hope for the world peace for which we all so fervently hope and pray. He warns us that the future of civilization is now being determined in the classrooms of America by the teachers whom you represent. The only hope, he declares, for making their efforts successful, is to unite them in a great, strong, and unified national organization, and he concludes "The only hope for such an organization is the National Education Association."

Ladies and gentlemen of the Delegate Assembly, we of California are pleased and proud to present to you *Leonard L. Bowman* as a candidate for the first vicepresidency of the National Education Association. We solicit your vote for him at the polls next Friday.

(Roll Call concluded with the following states seconding *Mr. Bowman's* nomination: Arkansas, Delaware, Florida, Georgia, Hawaii, Kansas, Maine, Massachusetts, Michigan, Mississippi, New York, Ohio, Oregon, and Pennsylvania.)

Secretary Givens: The Roll Call for first vicepresident is completed.

President Schlagle: We will now have the Roll Call of states for nominations of eleven other vicepresidents. I am asking *Mr. Givens* to call the roll of states.

Secretary Givens: I am now calling the Roll for eleven other vicepresidents. Alabama.

Mr. L. Frazer Banks (Alabama): Alabama places in nomination *Clarence M. Dannelly*. As a superintendent of the combined school system, he has furnished the leadership which has helped greatly to help make for 100 percent membership in local, state, and national associations of that combined school system for a number of years.

Sara J. Fernald (Alaska): As a fellow Alaskan, I take great pride in nominating *Everett R. Erickson* for the vicepresidency of the NEA.

Mr. Erickson is a life member of the NEA. He served for six years as director from Alaska. He has been in service since 1942. For a part of that time he served as military head of the Education Department in the largest province in Korea.

He has just separated from the service and is returning to teaching. I feel that I need say nothing further. *Mr. Erickson* is well-known to many of the members of this delegate assembly. His record speaks for itself.

(Roll Call continued. *Mr. Hannelly* of Arizona recognized.)

Mr. Hannelly: Arizona is very pleased to place in nomination for one of the vicepresidencies the name of a gentleman from one of our sister states, New Mexico. Some time ago Arizona used to be part of the territory of New Mexico—we are really very close together yet, altho the states are somewhat different because the Republicans of the midwest moved out to Arizona.

We are very happy to place in nomination the name of *J. Cloyd Miller*, superintendent of schools at Deming, New Mexico.

(Roll Call continued. California yielded to Ohio. *Helen Bradley* of Ohio was recognized.)

Miss Bradley: Ohio wishes to give credit to one who works untiringly for the good of his fellow teachers. He has submerged his own personal interests to the interests of the group. He has rare ability to cooperate with all groups thruout the state and a determination to accomplish that which he sets out to do.

This gentleman is serving his third term as president of his local association and the second term on the executive committee of the state association.

His regular attendance at the NEA for the past twenty years and his service on many NEA committees has familiarized him with NEA problems. Because of his excellent record in local, state, and national associations, we ask this representative assembly to support the one whom the Ohio delegation authorizes. Ohio nominates for vicepresident *I. R. Amerine*.

(Roll Call continued. *Eugene Herrington*, Denver, Colorado, was recognized.)

Mr. Herrington: I wish to place in nomination *Raymon W. Eldridge* of Brookline, Mass., principal, Lawrence School.

I have known *Mr. Eldridge* thru my association in the Department of Elementary School Principals for some five years. Our close association there has led me to believe that he will make a fine officer for the National Association. *Mr. Eldridge* is now president of his state association and has been chairman of the Legislative Committee for the past eight years. He has served as vicepresident of the National Department of Elementary Principals and now serves on the Executive Committee. He has also been president of the Elementary Principals Association of Massachusetts. His school has a record of 100 percent membership in the NEA over a period of twenty-four years.

I have served with him on the committees for the past five years and have learned to know him well. I have come to admire him for his genial personality and to appreciate his ability.

It is a pleasure to represent Colorado delegation in placing the name of *Raymon W. Eldridge* in nomination for one of the vicepresidencies.

(Roll Call continued. Idaho seconded the nomination of *Mr. Eldridge*. *Russell Malan* of Illinois was recognized.)

Mr. Malan: It is my privilege and honor to nominate for one of the vicepresidencies of the NEA, *Edward E. Keener*, principal of the Hay Elementary School of Chicago, a man who has demonstrated the qualities of leadership, integrity, and fidelity to the ideals of this profession.

It is particularly in the scope of organization work that *Mr. Keener* has demonstrated these qualities. From the combination of circumstances, and of his abilities and initiative, has evolved recent and special recognition of his merit as a leader in the ever widening circle of influence in which he has worked.

He has long been an active member of the NEA, attending regularly both the summer meetings of the NEA and the winter meetings of the AASA. He has been an active worker in the IEA, serving at present as first vicepresident and as a member of the Board of Directors.

There are many features of the background of *Mr. Keener* which effectively tend to fit him for this office in the NEA. I shall enumerate only the most significant of them:

1. He received his training for an educational career at George Peabody College for Teachers, Nashville, Tennessee, where he received his M. A. degree, and at Chicago where he did additional graduate work in the field of educational research.

2. He grew up in Georgia, attended school in Tennessee, taught in Indiana, from whence, over twenty-five years ago, the then superintendent of schools of Chicago, Peter A. Mortenson, invited him to head a newly created bureau of Instructional Research in the Central Office. In this capacity he visited and directed research problems in all of the city schools, a fact which gave him a desirable perspective of all areas of public education.

3. He has been recognized by groups interested in and directly related to public education. He was one of the organizers and first president of the field Chapter of Phi Delta Kappa in Chicago. Only recently the Illinois Congress of Parents and Teachers elected him to a state office in recognition of his stand for better education in Chicago.

4. Personal facts from which stem the traits of courage, fidelity, and integrity referred to above. When *Mr. Keener* was president of the Chicago Division of the IEA, the NEA investigation of the Chicago schools was initiated. Thruout the period of his presidency he cooperated with the NEA committee and all other agencies seeking to restore democratic processes and practices to the Chicago schools, even at the risk of his own security.

Currently he has been actively aiding in the campaign to justify and implement the findings of the NEA report on the Chicago schools specifically by working with local citizens' school committees, and by speaking at ward meetings which were called to protest the attitude of the present government in respect to the Chicago schools.

Further details need not be marshalled to demonstrate that *Edward E. Keener* merits the support of all NEA delegates in his candidacy for vicepresident.

(Roll Call continued. Kansas seconded nomination of *J. Cloyd Miller* of New Mexico. Maine seconded the nomination of *Mr. Eldridge* of Massachusetts. *Hugh Nixon* of Massachusetts was recognized.)

Mr. Nixon: Massachusetts very much appreciates the friendliness of the Colorado delegation in presenting the name of our own state president, *Raymon W. Eldridge*, for one of the vicepresidencies. Needless to say, we wish to second that nomination, altho we appreciate the friendship of having the Colorado delegation first mention his name.

It is not often that Massachusetts comes before the NEA asking for you to vote for someone from that state, but now and then we develop a leader whom we wish to call to the attention of the national organization and such is the case with *Mr. Eldridge*. He has been president of our organization since April, after having served for eight years as the chairman of our Legislation Committee, and during that eight years more progress was made in beneficial legislation than has been made in any eight-year period for many, many years. Therefore we are happy to present the name of *Mr. Eldridge* to this Assembly and we invite your support.

(Roll Call continued. Minnesota seconded the nomination of *Mr. Amerine. F. Ray Rogers*, North Dakota, was recognized.)

Mr. Rogers: North Dakota presents the name of one of our classroom teachers who has always been willing to do everything—*Dorothy Travis*.

(Roll Call continued. Oregon seconded the nomination of *Mr. Erickson. J. Frank Faust* of Pennsylvania was recognized.)

Mr. Faust: Pennsylvania wishes to place in nomination for one of the eleven vicepresidencies of the NEA one of its outstanding school administrators, past-president of the Pennsylvania State Association and leader in our state education work, a man who has had broad experiences on various committees of the NEA, and one who comes with full and complete support of the Pennsylvania delegation.

I would like to place in nomination the name of *Thomas A. Francis*, superintendent of county schools, Lackawanna County, Scranton, Pa.

(Roll Call continued. *S. David Stoney* of South Carolina recognized.)

Mr. Stoney: The South Carolina delegation is happy to present the name of *Mrs. W. D. Rice*, organizer, first president of the Classroom Teachers' organization in South Carolina. She is an outstanding teacher in the Winthrop Training School at Rock Hill.

(Roll Call continued. Virginia seconded the nomination of *Mr. Keener* and *Mr. Erickson. Harrison U. Wood* of Wisconsin was recognized.)

Mr. Wood: The delegates from Wisconsin unanimously and enthusiastically present for your consideration the name of *Esther Czerwonky*, classroom teacher and viceprincipal of the 18th Street School, Milwaukee, and we ask you to give her your careful consideration.

(Roll Call concluded.)

Secretary Givens: Mr. President, the Roll Call for eleven vicepresidents is ended with ten names.

President Schlagle: We will recognize Tennessee.

S. L. Smith (Tennessee): Tennessee nominates *Frank Bass*.

President Schlagle: We will now call the Roll of States for nominations for treasurer.

Secretary Givens: I am now calling the Roll for nominations for treasurer of NEA . . .

(Roll Call followed. Arizona yielded to Ohio. *I. R. Amerine*, Ohio, recognized.)

Mr. Amerine: Ohio is very happy and proud to nominate for treasurer *B. F. Stanton*. *Mr. Stanton* has been treasurer for several years and we feel that his experience ably fits him for the duties of that office.

In addition to performing the duties of treasurer, by right of office he is also a member of the Board of Directors and of the Executive Committee and we feel that his rich background, his good judgment enables him to formulate the policies and to make judgments when it is necessary. The Ohio delegation was besieged with requests to endorse *Mr. Stanton*, not only from the Ohio delegation but from almost every state in the Union, and last night in our Delegate Meeting, we unanimously endorsed his candidacy. We feel that he is not only a candidate from Ohio, but a candidate from every state in the Union.

Ohio is proud to present the name of *B. F. Stanton*.

(Roll Call was then concluded, with Maryland, Nebraska, New York, Pennsylvania, and Virginia seconding *Mr. Stanton's* nomination.)

Secretary Givens: The Roll is called for treasurer.

President Schlagle: I declare nominations closed for treasurer. We will now have the Roll Call of states for the nomination of two members of the Executive Committee for next year.

Secretary Givens: I am now calling the Roll for members of the national Executive Committee . . .

(Roll Call followed . . . Alabama yielded to Kentucky.)

Richard E. Jagers (Kentucky): My job is a distinct pleasure. The man whom I shall choose to nominate and the delegates from Kentucky chose to nominate is a man whom you know as well as I know. He has been in every meeting of the Delegate Assembly for many, many years. Due to unfortunate circumstances, he has not been able to attend this meeting. We in Kentucky and many others of his friends in many other parts of the country know of his work. He has been a director of the NEA from Kentucky; he has participated in the growth and development of the educational program. No job is too small and no task too daring for the gentleman whom I wish to present to you.

I have met numbers of people here and the most common thing they said is, "Is *Dean Taylor* coming?" Down in Kentucky, when great or little questions come up, many of us say, "Have you talked it over with *Dean Taylor*? I wonder what he thinks about it." He is within 100 miles of the center of the population of the United States. He is your friend and my friend. He is the dean of the School of Education of the University of Kentucky in the bluegrass section of our state, but he belongs to Kentucky, he belongs to the Middle West, to the South, to the East, to the North, to the Far West, the Southwest, the Southeast—he is your friend and my friend!

I take pleasure in presenting to you as a candidate for the office of a member of the Executive Committee of the NEA, *William S. Taylor*, University of Kentucky, Lexington.

(Roll Call continued. Arizona yielding to New Mexico.)

J. Cloyd Miller (New Mexico): I rise to nominate for the Executive Committee of the Association a young man from the youngest state of the Union. I propose a man who not only has served the Arizona Association well as its president and as chairman of many of its important committees but who has been very active in the work of the NEA.

It is not often that a man from the sparsely populated western states attains high office in this Association, yet he was chosen as your first vicepresident three years ago. Previously, he had served as NEA director from his state for five years. He is now on the important Committee on Teacher Preparation and Certification.

He took a very active part in the planning of the Chautauqua Conference held last week.

I nominate for the Executive Committee my good neighbor from the state of Arizona, superintendent of the Glendale schools, *Harold W. Smith*.

(Roll Call continued. *Louise B. Gridley* of California was recognized.)

Mrs. Gridley: I should like to place in nomination as a member of the Executive Committee the name of one of California's outstanding workers for teacher welfare and increased educational opportunities for all children.

Helen Holt does not give merely lip service to such matters as statewide cumulative sick leave, tenure, retirement, and improved working conditions, but she is a fighter and an aggressive leader for these issues.

In such measures as California's present program of raising the minimum salary for all teachers first to \$1800 and now to \$2400 and of increasing state school support to \$120 per child from kindergarten thru the 14th grade, the state leaders trust her and depend upon her to be an outstanding force rallying her community in support of these measures.

We believe that the work of our state in support of federal aid is second to none in the nation. In securing the support of teachers, of lay groups and of Congressmen to that cause, she did a remarkable piece of work.

It is the Congressman from *Miss Holt's* district who has been secretary of the Congressional Bi-Partisan Committee for Federal Aid since its beginning and it was the work of the educators in the district under the leadership of *Miss Holt* and her superintendent that played a vital part in his reelection at the June primaries.

She has served as president of her local teachers association, as first president of the Classroom Department of the California Teachers Association, Bay Section, and as state director from California.

We believe that *Helen Holt* (a life member of the National Education Association) with her experience, her enthusiasm, and her intense loyalty to her professional organizations has much to contribute to the work of our National Association and will bring in still closer cooperation those of us on the Pacific Coast with all the teachers of other states in striving for the common goals set by our great National Education Association.

With the unanimous endorsement of the entire California delegation, I proudly place in nomination as a member of the Executive Committee the name of *Helen Holt* of California.

(Roll Call continued. *Albert C. Merriam* of Connecticut was recognized.)

Mr. Merriam: I wish to nominate *Daniel W. MacLean* of New Hampshire as a member of the Executive Committee.

Mr. MacLean has been the president of the New Hampshire State Teachers Association, president of the New England Association of Colleges and Secondary Schools, a member of the College Entrance Examinations Board for five years. He has put thru a whole of a retirement system as its chairman. *Mr. MacLean* is well acquainted with the affairs of the NEA, having served as NEA director for New Hampshire for several years.

(Roll Call continued. Delaware seconded nomination of *Dean Taylor. R. J. Longstreet* of Florida was recognized.)

Mr. Longstreet: On behalf of the Florida delegation, by unanimous vote, I am pleased to present the name of *C. Marguerite Morse*, classroom teacher from the state of Florida, as a candidate for the Executive Committee of the NEA.

Miss Morse has served for two terms as a vicepresident of the Classroom Teachers Association of the NEA and on the Advisory Council of the same. *Miss Morse* has served three terms as a director of the NEA and three times has been chairman of the Budget Committee of the NEA.

In addition, *Miss Morse*, our classroom teacher from Florida, is a past-president of the Florida Education Association.

As I said, at the unanimous request of the Florida delegation, I am happy to present for your consideration the name of *C. Marguerite Morse*.

(Roll Call continued. Kansas seconded the nomination of *Harold W. Smith*. Maine seconded the nomination of *Mr. MacLean*. Michigan seconded nomination of *Miss Holt* . . . as did Minnesota. Arizona seconded nomination of *Harold W. Smith*. New York seconded nomination of *Miss Holt*. Ohio asked that *Kate L. Boyce* be recognized.)

Miss Boyce: I wish to present to you as a candidate for the position of a member of the Executive Committee the name of *Mrs. Helen Gibbs* of Dayton, Ohio.

Mrs. Gibbs has had valuable training and experience on the local, state, and national levels.

On the local level, she has served as secretary of our Dayton association, as president of one of our local groups, and for a number of years has been editor of our *Dayton County Teachers Bulletin*.

She became well grounded in school finance and legislation by her experiences on the local level. At one time, she called the attention of the Dayton Board of Education to the fact that they were not collecting a quarter of a million dollars which they could collect legally. The board acted on her suggestion and the length of our school term was maintained.

On the state level, she has been secretary of the Classroom Department of the State Association and has served on the Executive Committee of our Ohio Education Association for three years. *Mrs. Gibbs* was one of three persons to initiate the tenure movement in Ohio which resulted in our excellent tenure law.

When a committee revised our state constitution, *Mrs. Gibbs* made five suggestions for democratizing our state association. All of these were decisively defeated in committee, but found favor on the floor of our Representative Assembly and all became part of our constitution, which since that time has been a democratic one.

While she has served on many committees and helped to fight many battles for the advancement of education, I would like to mention one more achievement. So far as I know, she was the first person in education to recognize the great danger which faced teachers and administrators by their inclusion under the Hatch Act. At the University of Chicago in the summer of 1940, by following the daily activities of the congressional committees in the Congressional Record, she was able to interest many people in the danger of this Act, among them the president of the NEA and other leaders.

You will recall that the Defense Commission made the amendment of this law its first major achievement. It was a successful piece of work on the part of the Defense Commission.

As a member of the Executive Committee of the NEA, *Mrs. Gibbs* will be able to give to that Committee's work the benefit of her intelligence, vision, and tireless effort. She is unassuming and tactful, but fearless in defense of a principle.

No high-powered campaign will be put on for *Mrs. Gibbs*, but she well deserves your support on her merits and achievements.

Your support of *Mrs. Helen Gibbs* of Dayton, Ohio, will be appreciated . . . thank you.

(Roll Call continued. Pennsylvania seconded nomination of *Miss Holt*. Roll Call concluded.)

Secretary Givens: Mr. President, the Roll is called for members of the Executive Committee.

President Schlagle: I declare nominations closed. Nineteen State Directors were nominated in the state delegation meetings last night. Their names will be placed on the ballot. If these names have not been turned in, kindly hand them to *Miss Chase* at the close of this meeting.

With your permission, I will carry over the Preliminary Report of the Committee on Resolutions to be taken up at tomorrow morning's meeting of the Representative Assembly. Unless I hear objections, I so rule . . . Hearing none, it is so ordered.

I appreciate your splendid support and cooperation given your officers this afternoon and this concludes the program. We hope you will be here at eight o'clock for the first General Assembly.

The meeting stands adjourned!

Meeting then adjourned, at 5:30 p. m.

FIRST GENERAL ASSEMBLY

WEDNESDAY EVENING, JULY 3, 1946

(*Mrs. Mary D. Barnes*, first vicepresident of the Association, and principal, William Livingston School No. 10, Elizabeth, N. J., presiding, called the Assembly to order at 8 p. m.)

First Vicepresident Barnes: It is my pleasant privilege tonight to welcome the members and the friends of the National Education Association to the First General Assembly of our 1946 Convention.

The invocation will be given by *Rabbi Joshua O. Haberman* of the Temple Beth Zion, Buffalo . . . *Rabbi Haberman*.

Rabbi Haberman: God of our fathers, from everlasting to everlasting, Thou art the fountain of life and the source of all souls. Affirming our kinship with Thee, we rejoice in the profound unity and high dignity of mankind. We thank Thee for this assembly of men and women, whose work is the promotion of truth.

O Thou in whose light we see light, grant that we may welcome truth from whatever source it may reach us and that we teach it devoutly and unafraid. Bless us with wisdom, we pray Thee, to strengthen all the institutions that protect the rights, preserve the liberties, and promote the unity of the inhabitants of our land. Make us mindful and make us worthy, we pray Thee, of our common task as keepers of the lighthouse of the spirit and as builders of our country's future . . . Amen.

Chairman Barnes: The pledge of allegiance and singing of "America" will be led by *Silas Boyd*, director of music, Buffalo State Teachers College.

(Pledge of allegiance and singing of "America" followed.)

Chairman Barnes: To the president of our Association goes the unusually happy task of making the presentation of an honorary life membership in the NEA to *Virginia C. Gildersleeve*, dean of Barnard College, Columbia University.

President Schlagle: *Mrs. Barnes*, members of the Delegate Assembly: Occasionally there appears on the American scene an educator who contributes so much to our profession and to the general welfare that the NEA feels called upon to give official recognition to such achievements.

This evening we are fortunate in having with us such an educational leader, *Virginia C. Gildersleeve*, on whom the NEA has bestowed the highest recognition that it can give, an honorary life membership.

Dean Gildersleeve is versatile. Besides having made educational history as dean of Barnard College, Columbia University and as a specialist in international relations, she has found time for her interests in the classics and English literature, archeology, and books on Polar expeditions. *Miss Gildersleeve* is one of the foremost women in education and is widely known as a skilful executive and excellent speaker.

We are honoring *Dean Gildersleeve* this evening for her distinguished career as an educator and especially for her work in the field of international relations. *Miss Gildersleeve* is one of the founders of the International Federation of University Women, a trustee of the Institute of International Education, and a member of the Commission to Study the Organization of Peace, and was a member of the American Commission on Intellectual Cooperation which functioned in conjunction with the League of Nations.

She was an early advocate of the League of Nations and is continuing her activities in this field by her many efforts to help build a strong United Nations. You will recall that *Dean Gildersleeve* served as the only woman member of the United States delegation at the San Francisco Conference. There she worked effectively with the delegation in helping to provide for educational cooperation among nations in the United Nations Charter.

More recently, in the spring of this year, *Dean Gildersleeve* took part in another international educational activity of major importance. She was appointed to serve as a member of the Educational Commission that visited Japan at General MacArthur's request to examine the Japanese educational system and make recommendations for its rebuilding.

Dean Gildersleeve has just retired as Dean of Barnard College. One might suppose that she would settle down quietly in her cottage in Sussex, England, or her house in Tucson, Arizona, but I understand she does not plan to do either. Thru-out her career, *Virginia Gildersleeve* continues to reflect her belief that women's place is in the world.

Dean Gildersleeve, it is with pleasure that I present to you an honorary life membership in the National Education Association.

Dean Gildersleeve (accepting the certificate and pin): I accept this honor now given me and I thank you for it most warmly.

It is true that I have spent a large part of my life in international educational work and so I interpret this election not so much as a personal honor to me, but rather as a sign of the immense importance which you attribute to such international efforts at the present critical time. I am but a symbol tonight of the cause we all serve.

Thru the efforts of this great Association, the teachers of America are being helped to instil in their pupils not only a patriotic devotion to their own country, but also a sense of the brotherhood of man and the common citizenship of the world. The teachers must be helped also to train from among the most gifted of their pupils new leaders of our democracy who have the wisdom and the vision and the courage to guide America to the fulfilment of her great destiny.

On your success in achieving these things here in our country there depends in very large measure today the future welfare of all mankind. More strength to the NEA in its great task!

Chairman Barnes: Now, ladies and gentlemen, the president of NEA will speak to us on "Significant Achievements."

President Schlagle: Members of the Representative Assembly of the National Education Association: (*President Schlagle's* address will be found on page 21.)

Chairman Barnes: *President Schlagle* may be justly proud of his part in the significant achievements of our Association during his two remarkably rich and remarkably successful years as our professional leader, don't you think so?

Now *Willard E. Givens*, our executive secretary, will present to us "The Challenge." . . . *Mr. Givens*.

(*Mr. Givens'* address will be found on page 29.)

Chairman Barnes: The challenge is tremendous enough to fill us with awe. May our profession accept it with a fervent prayer for the vision, the courage, and the firmness of purpose to meet it.

Now we turn to *William G. Carr*, associate secretary of the Association, and secretary, Educational Policies Commission, for an especially rare treat, and that is first-hand information about the NEA in action at San Francisco and at London. . . . *Mr. Carr*.

(*Mr. Carr's* speech is given on page 34.)

Chairman Barnes: Now, may we wish you all a very pleasant goodnight!

Meeting then adjourned at 10:10 p. m.

THIRD BUSINESS SESSION

THURSDAY MORNING, JULY 4, 1946

(The meeting was called to order by *President Schlagle* at 9:30 a. m.)

President Schlagle: The third business session of the Delegate Assembly will now come to order.

I declare a quorum present.

Rabbi Harry J. Brevis, Temple Beth El, Batavia, will open our meeting with an invocation.

Rabbi Brevis: Heavenly Father, we invoke Thy blessing upon this assembly of teachers from all parts of the country gathered to take counsel with one another in order to develop principles and technics looking toward the attainment of a better and happier human society.

On this one hundred and seventieth anniversary of the signing of the Declaration of Independence, help us to recognize, O God, that it was the basic religious concept of human brotherhood of the founding fathers incorporated into the political instrument that gave equality of opportunity for the good life to all men of good will everywhere thruout the nation.

In this modern world of ours, a world made smaller by science and invention, make us to understand, O God, that in order to keep this principle alive, it must be applied on an increasingly wider and inclusive level. May it be Thy will, Almighty God, that Thy word be disseminated thru the peaceful and reasonable processes of education and that we prove worthy of and equal to this great task.

To the men and women who are about to deliberate and participate in the deliberations here today, we beseech Thee, O Heavenly Father, vouchsafe unto them courage and wisdom and an understanding heart, make their discussions fruitful and purposeful, and help them to translate word into deed.

In all these undertakings, we humbly pray Thee, Almighty God, be Thou ever at our side . . . Amen.

President Schlagle: The pledge of allegiance and the singing of "God Bless America" will be led by *Silas Boyd*, head of the music department, New York State College for Teachers, Buffalo. (Singing followed.)

President Schlagle: I would like to take the opportunity at this time to introduce to you our Parliamentarian, *C. A. Bottolfsen* of Idaho. *Mr. Bottolfsen* is not a stranger in our midst. He has served as our Parliamentarian at one time and another during the past eleven years of our business sessions of the NEA, when he was able to leave his work at home. He is a newspaper man interested in our problems, and has made a great contribution to the business success of our Delegate Assembly . . . *Mr. Bottolfsen*.

Yesterday afternoon I asked permission to retain an order of business for this morning's session, a preliminary report of the Committee on Resolutions, to be given by *Mrs. Lila R. Marshall* of San Antonio, Texas, vicechairman of the Committee.

I am asking *Mrs. Marshall* to make her report at this time.

Mrs. Marshall: Mr. President and members of the Representative Assembly: Your Committee on Resolutions, consisting of one member from each state and territory, has worked untiringly, I should say, since Monday morning, in order to complete its work on schedule for the printer, due to the Fourth of July holiday.

Regarding established policies of the Committee on Resolutions, I wish to read three which serve to guide the Committee:

1. It is the policy of the Committee on Resolutions to endeavor to express the current thought of a majority of the members of the Delegate Assembly. However, the Committee aims to be a leader in the formulation of educational policies.

2. Resolutions must be "national in scope and educational in nature."

3. The Committee incorporates in the platform only those principles which have been approved by at least two conventions. Alterations in the platform are to be avoided.

However, since no changes whatever had been made in the platform since 1941, the Committee this year felt that some revision was necessary in order to bring the platform up to date.

Printed copies of the platform and resolutions will be available to all delegates here at the auditorium some time today. I wish to invite your careful reading of both the platform and resolutions before final consideration tomorrow morning. Especially do I wish to ask that you study the platform as to coverage of principles and subjects that have been offered for resolutions.

President Schlagle: Thank you, *Mrs. Marshall*.

As she stated, the report will come before this Assembly at a later meeting for your approval.

At this time, I am asking *Joy Elmer Morgan*, editor of the *NEA Journal*, to present a suggested Victory Action Program for your consideration . . . *Mr. Morgan*.

(*Mr. Morgan* then delivered his address on "The Victory Action Program of our United Education Associations 1946-51." It will be found on page 42.)

President Schlagle: The program that has been outlined to you will be before the Delegate Assembly for final consideration at the Sixth Business Session.

The next report to be given will be that of the Educational Policies Commission by *Francis L. Bacon*, superintendent of Evanston Township High School, Evanston, Illinois, and chairman of the Commission.

Mr. Bacon: You have in your *Summary of Reports*, on pages 24-25, a factual and formal statement of the work of your Commission on Policies. We do not intend to repeat that statement, but may we orally and informally, by brief comments, refer to certain items?

We might, for sake of emphasis, name the titles of our publications since we last reported to you and say, "Here is the evidence of our work. Let these documents continue to speak for themselves."

You will understand, of course, that I may speak freely, if not adequately, of the work on the publications of this Commission, since I am so recently come to the chairmanship and therefore may justifiably accord to my most able and much respected predecessor and to a very considerable list of highly competent and distinguished persons who have been or who are now members of the Commission, including the renowned and gracious ladies who are at present the candidates for the presidency of this organization.

To all of these we may appropriately give a most appreciative recognition for the excellent accomplishment of which we speak in particular this morning and also for other valuable services which they have given to you and to American education.

Since 1944, the Commission has published about 15 documents. Some of these are follow-ups or extensions of *Education and the Peoples' Peace*, a document which has with other documents of the Commission, broken all records for distribution in professional education.

The effect of the publications on and about *Education and the Peoples' Peace*, combined with the work of the Commission members, constitutes as you well know one of the NEA's major achievements in constructive, national leadership, a leadership that has recently gained the most significant political as well as educational recognition.

Recent statements of policy by the Commission which were inspired by timely need and which have won notably favorable reactions are *A Program for the Education of Returning Veterans*, one of the very first of such programs to appear, and *Compulsory Military Training*. The joint statement of the Commission and of the American Council of Education was the first pronouncement which followed the initiation of Congressman May's bill on compulsory military training. This statement was first sent to President Roosevelt at his request. It was later requested generally and received unusually wide attention.

This original announcement of policy on this extremely important matter was followed at appropriate times by two other statements of the Commission. It is known that these forcibly stated policies have had more effect than might have been expected.

Education for All American Youth has been widely cited by critics and commentators as the most evolutionary if not revolutionary—and we speak in the best meaning of these terms—of any presentation which has been made of the purposes, needs, and practices of American secondary education. This document has had a remarkable distribution and has by no means run its course.

The Commission's publication on *Federal and State Relations* in this document are gathered for the first time in full, the longtime-developing theories and practices that have come out of a confused and difficult period which are now shaped up into clarified and strongly stated policies which give directions toward a new progress in federal and state relations. This document should prove to be a much used and extremely valuable reference.

Another statement of policy especially timely was worked out in collaboration with the National Association of Health and Physical Education, under the title *Health and Physical Fitness for All Children and Youth*.

Here in effective form is set forth the immediate program pointing the way for the making of a truly splendid America in health and physical strength.

An original and provocative statement has been made by the Commission in *Educational Services for Young Children*, popularly known heretofore as preschool children, but in the light of this document a fullfledged and important part of our regular school system. Several of us on the Commission believe that in the next few years this statement may prove to be one of the most forward-looking guides to educational growth in modern education.

The Commission has devoted the past year and more to a careful analysis of the needs and of the possibilities for newly formed considerations in tune with the changing times as well as thoro-going, reworking of time-tested objectives for the whole area of elementary education, or, if you like, education for all American children.

Our 3500 field consultants who aid the Commission in many ways, those of you and others who have recently participated in some of our state conferences at various places, and those who attended our open meeting this past Tuesday have heard something of the plans that are now in the making for this enterprise which is thought to be the most important study in terms of policy outcomes to be made in many decades. In fact, as far as a major NEA effort in elementary education is concerned, it will be the first since 1895.

In keeping with the planned intent to do the finest possible job in every venture, the Commission will use the best teacher and expert help which can be obtained in the elementary school field.

The Commission has a lot of other things on its list which need to be done, but you do not need this morning to have us name for you a number of important issues and problems upon which the Commission could and should spend much effort. All

of us here are fully cognizant of the heavy weight and character of these times and of how vastly necessary it is for our great professional organization to utilize every good agency and every potential instrument for the furtherance of our own educational achievement.

We of the Commission accept the obligation to do our part. Our Commission is keenly grateful to you and to your administrative bodies and staff members for the many evidences of your interest and personal help and for the continued financial support which is so necessary to the success of our work.

The Commission for the first time has requested a specific supplementary appropriation as vitally necessary for our new project in elementary education. For the Commission and for our Association, may we urge that you study the Commission's reports individually, make every possible use of them in your professional work and that each of you become a salesman to extend the policies and the policies recommended in the documents to other teachers and to laymen everywhere.

Mr. President, this is the kind of immediate and continuing action which we recommend at this time.

President Schlagle: Mr. Bacon is not a delegate of this Assembly and we will now accept a motion to accept this report as given by the chairman of the Commission.

(It was so moved by *S. L. Smith*, Tennessee, seconded by *L. P. Terrebonne*, Louisiana, and carried. Report of Educational Policies Commission declared accepted.)

President Schlagle: *W. H. MacGregor* of Alabama, chairman of the National Council on Teacher Retirement, will now make his Council report.

Mr. MacGregor: The National Council on Teacher Retirement is composed of twenty-five members of the NEA, who serve upon appointment by the president and the officers of forty-two state and city teachers retirement systems, who are qualified to participate in the work of the Council thru the payment of annual membership fees by their respective retirement systems.

The members of the executive committee of the Council are *Daisy Brown*, St. Paul, Minnesota, vicechairman; *Jennie Roch*, New Orleans, Louisiana, secretary-treasurer; *Harry M. Howell*, Los Angeles, California; *C. B. Murray*, Albany, New York; *Edith C. Peters*, Columbus, Ohio, and *Ray L. Lillywhite*, Salt Lake City, Utah. Your chairman is *William Howard MacGregor* of Montgomery, Alabama.

It is assumed that you have read your report of the National Council on Teacher Retirement which begins on page 31 of the printed summary of the report. As a matter of fact, you would have had difficulty escaping the report because 75 percent of it is on the outside cover of the report.

May I supplement the reference in the report to the work of the Legislative Committee by saying that since the report was written the prospects of securing appropriate legislation by Congress to exempt income from retirement allowances up to \$1440 per annum have greatly improved. You will receive notice at the appropriate time of action which you should take in support of this plan.

Heretofore one of the purposes of the National Council on Teacher Retirement has been the size and establishment of retirement systems. I am happy to report that henceforth that part of the work of the Council will not be so important, because with the enactment by the legislature of Idaho of a statewide retirement law in recent months, there is now established in all of the states in the Union a statewide retirement plan, except in the three states which have pension plans.

In the future discharge of the responsibility of safeguarding and strengthening existing retirement systems thru the dissemination of information concerning retirement plans, the Council will receive, as it has in the past, the valuable assistance of *Frank Hubbard* and *Mrs. Madeline Remmlein*.

We wish at this time to express the appreciation of the Council for the efficient service rendered by these members of the Headquarters office in the NEA.

We also wish to express appreciation for the continued financial support which the NEA has given, without which the work of the Council would not be possible.

Mr. President, this with the printed report is the report of the National Council on Teacher Retirement. I move the adoption of the report with the recommendation that the NEA continue its support of the work of the National Council by appropriat-

ing \$5000 or as much thereof as may be necessary to publish and disseminate written information and to cover expenses of members of the Council invited to visit various areas to confer with committees desiring information regarding the development of their systems.

Mr. Milson Raver (Maryland): May I second the motion with a comment. The Maryland delegation wishes to second this splendid report and again call attention to the splendid work that has been done with this brief comment:

It was our privilege thru the excellent assistance of *Mrs. Remmlein* to appear before the Ways and Means Committee concerning the extension of social security to all teachers. Our comment is this: In addition to this report, Mr. President, some statement should go back to all of our teachers concerning education on this important matter. Many teachers still believe that social security has a great advantage to offer them. Studies of the matter of the conditions of social security as compared to our retirement systems will prove beyond a doubt, I am sure, that we do not want social security extended to teachers now covered by sound retirement systems.

We therefore make the recommendation, Mr. President, to go back to our teachers of America that they study this and be clear on the ground. There is no legislation to come before us at this time.

President Schlagle: This gentleman is the new executive secretary of the Maryland Teachers Association.

Is there any further discussion?

Alonzo O. Briscoe (New York): The comment which we of New York would like to make—first, we would like to say that we approve in general the report of the Committee. I happen to be one of the teacher members of the Teachers Retirement System of the city of New York. We were one of the first, if not the first, to take action in support of limiting the federal income tax on teacher retirement. The \$1440 which has been introduced in Congress as the exemption is a mere accident of salaries of railroad men. When their retirement system was put into operation, their retirement allowance was exempt. That was \$1440. It was before the inflation, increased cost of living, and other things of that kind that have come into operation.

We in New York have consistently fought the statement, that is, the limitation of the retirement exemption to the \$1440, feeling that we should have an exemption as large as that of any other group, that will include the \$1440 from the railroad men.

There is now a movement on foot to increase the salaries of railroad men. If that comes along, it is quite probable that the retirement allowance will be increased and their law which exempts them will therefore exempt this increased retirement allowance.

Within the last week or possibly two weeks, a bill has been introduced into Congress limiting, that is, putting the exemption to \$2000 which is much better than the \$1440. We have a very strong organization in New York working for the exemption up to \$2000.

I would like, therefore, to move that we change the \$1440.

President Schlagle: There is a motion before the Assembly.

Mr. Briscoe: Could we make an amendment, make a motion to amend the motion?

President Schlagle: Yes.

Mr. Briscoe: If it is proper, I would like to amend the motion on the floor to raise the exemption to \$2000.

(The motion to amend was seconded by *William F. Saunders* of New York.)

President Schlagle: Any discussion on the amendment to the main motion?

Robert Miller (Oregon): I may be a little slow in thinking. . . . I don't quite understand this exemption—is that the amount of salary? I wonder if that could be explained?

President Schlagle: Will you kindly explain that?

Mr. Briscoe: At the present time, the people, the teachers, who retire on retirement allowance, pension or annuity or otherwise, are subject to federal income tax just the same as any other citizen, all but the railroad men, who are exempt, people under social security are exempt—it is true their share is small—that is on the federal income tax on the retirement amount.

The law that was introduced into Congress last year was to exempt teachers and public employees up to the amount of \$1440. It is writing in an arbitrary amount. It might have been \$1500, \$1600, or any other amount, but they used the \$1440 by virtue of the fact that it was the largest exemption then in existence, but that does recognize the principle of taxing retirement allowances and it would write a particular part for teachers.

I have had the privilege in the last few years to work with the Municipal Finance Officers Association of the United States and Canada. I am with that by virtue of the fact that they are dealing with retirement allowances and have a department of retirement. It is thru that that I have had the opportunity to work with them. They are also very much alive to this question and they are working on it to make the exemption universal for the municipal, state and national employees who are retired on pension systems.

We have tried to coordinate our work in the state of New York with them and have taken the lead in some respects. It is for this reason and the fact that we do have rather strong support from the state of New York for exemption, we have considerable support for total exemption of the retirement allowances, that we are trying to prevent writing into the law an arbitrary amount which may embarrass us later. If we are writing into the law an amount, then it ought to be higher than the amount of \$1440.

President Schlagle: The amendment to the main motion, which has been seconded, is that we go on record as favoring a \$2000 federal income tax exemption from retirements paid teachers.

Is there any further discussion?

Raymon Eldridge (Massachusetts): Massachusetts has been very much interested in this question for the last several years and we have been trying to interest our Congressmen in furthering the various bills that have appeared in Washington. We are very glad that this amendment has been brought before you this morning. We hope that you will support it wholeheartedly and that we can make greater progress toward achieving the end of relieving those people who are living on the lower brackets of annuity payments by eliminating the taxes that now are taken from them each year.

We ask your support for this matter.

President Schlagle: The question is on the adoption of the amendment.

Linton Melvin (Illinois): Before you vote on this question, I would like to say I am no authority for the Illinois delegation, but that I believe if the teachers receive a retirement income of \$2000 they should pay an income tax on it, the same as anyone else. If a man with a family is paying a tax on \$2000, why should not the teachers pay it? That is putting us in a special classification, asking special favors, and I think will throw us into a very poor light with the public.

President Schlagle: Any other discussion?

Mr. Saunders (New York): We are only asking for what now has been extended or is about to be extended to all public employees. We have joined all groups in this particular battle. I don't think we are asking too much. Our salary levels were established generally at a time when we were paying no federal income tax and when many of our existing salary schedules were made up; therefore, when we were put under the federal income tax law we received in effect a cut in salary.

I don't think we are asking for too much. Furthermore, the cost of living has not been taken into consideration and except in very few instances as far as retirement allowances are concerned, there is no adjustment possible in many instances. These people are real sufferers; I believe we owe them our support and that we should lend them our wholehearted effort.

Paul Rankin (Michigan): I am one of the many teachers in this country who was very proud and pleased when the federal income tax included us. I think most of this group here today are very glad to share in the financing of this country and the various services we have from government. We are glad to pay that tax.

It would seem to me, and I speak only as an individual and not on behalf of our delegation, that it is only fair that those who receive retirement allowances be

treated the same way under the federal income tax law as are other persons with income. Reference has been made to the fact by an earlier speaker that a number of people in this country, many wage earners, in fact, support a family on not more than \$2000; they pay the full income tax; why should not we, if fortunate enough to have that large annuity, pay income tax in the same way?

Mrs. Snow (Maine): I think that talk is fine about wanting and being quite able and willing to support our government in all its phases of activities . . . we all are. We are not talking about active teachers; we are discussing and considering those who are not able to carry on any more. Our teachers in Maine retire on \$600 and if you can do very much on \$600 to help others than yourself keep out of the Poor Farm, I would like to know your way out.

Jere A. Wells (Georgia): I want to offer a substitute to the amendment. The fact that we request exemption from federal income tax equal to that of other exempted employees or retired people thruout the country—at the present time \$1440 is the figure that is exempted from federal income tax for the railroad brotherhood, if they raise that to \$2000, then we should be also at \$2000. In other words, we want just the same recognition that is given other similar employees or retired employees in this country, so my substitute to the amendment is that the retirement allowance exemption from federal income tax be equal to that of other retired employees and I so move.

(*Mr. Dabney* of Kentucky seconded this substitute to the amendment.)

Mr. Briscoe: As maker of the original motion, I would like to approve the motion made by the previous speaker.

Harry L. Senger (Ohio): I wish to second the last amendment that was made. It appears to me that this is the one that would meet our situation the best. Teaching, we all know, is irritating but not lethal, and teachers as a consequence live longer than they want to and longer than many other people seem to think they should. After retirement, they keep walking around to save funeral expenses, but how can they do that when the federal government takes away the money they need for shoes?

I think that the speaker from Michigan was quite correct—the teachers wish to make their contribution to the cause of the federal government, but retired teachers are not in a position to do that. I think that they don't want more than other workers do, but they do want that. We have discrimination now against the retired teachers because it has been estimated that 95 percent of other retired workers are free from federal income tax and the teachers form a large part of the 5 percent who are not free from it.

I think we want no discrimination. We want teachers to receive the same consideration from the government that other retired workers receive. Therefore, I move to second the last amendment.

(Question called for.)

President Schlagle: The question is called for voting on the substitute to the amendment. The motion, as I understand it, is that retired teachers be allowed a federal income tax exemption as great or as large as the largest exemption allowed other citizens, public employees of this country.

Mr. Saunders: It had better be all employees . . . therefore asking the same consideration given to those retired under social security and also railroad employees.

President Schlagle: Just make it other employees.

Mr. Saunders: It is suggested you use the words, all employees.

President Schlagle: All other retired employees.

(Motion then placed before the body for vote . . . carried unanimously.)

President Schlagle: It is so ordered. Now we will vote on the amendment to the motion; that amendment is that all retired teachers be allowed a \$2000 exemption from federal income tax . . . (Correction) We are back to the original motion. I must rule before placing the original motion that any money referred to will have to be deleted, it is out of order, and placed before the Delegate Assembly during the voting on the Budget and we will answer by Roll Call vote. As I understand it, this Committee has that amount in this Budget prepared for your consideration, so I

will place before you the question for the acceptance and approval of the report and recommendation with the exception of the money.

(Motion then so placed before the body and carried.)

President Schlagle: One of the most discussed National Commissions of the NEA is the National Commission for the Defense of Democracy Through Education. We have with us *Alonzo F. Myers*, chairman of this Commission, who will present the report of the Committee at this time.

Mr. Myers: It makes the Commission very happy to have an opportunity to report here on its major activities for the two-year period since this Delegate Assembly last met.

The first one that I wish to report to you on is the successful culmination of the efforts of the Kate Frank Defense Committee. Miss Frank, who was dismissed from her teaching post in Muskogee, Oklahoma, in the spring of 1943, just before time for the schools to close that year, was reappointed to her former position by the schoolboard early in 1945 and with no strings attached to the reappointment.

Thus the organized teachers of America, operating thru the Kate Frank Defense Committee organized by the Department of Classroom Teachers and the Defense Commission, have effectively served notice on boards of education that they do not intend to permit capable members of the teaching profession to be dismissed without just cause.

It seems to me that equally heartening was the action of the citizens of the town of Muskogee at the polls following the belated action of the Muskogee Schoolboard in reinstating Miss Frank. The citizens turned out that board of education for their atrocious behavior in having fired her in the first place.

The unexpended balance in the Kate Frank Defense Fund has by unanimous approval of the subscribers to the fund been converted into a Teachers Defense Fund. This fund of \$1009 is held jointly by the Department of Classroom Teachers and the Defense Commission. We hope that this fund will grow until a substantial sum will be available in approved emergency cases for the defense of teachers unjustifiably dismissed. The existence of such a fund will be a powerful deterring force to prevent such dismissals.

I want to point out that it is the policy and I think a sound one of the NEA not to appropriate funds for such a purpose. I also want to point out that we can do a great deal here by our voluntary contributions to establish a sizeable part.

The next item I want to report relates to the Chicago and other investigations.

2. On October 9, 1944, the Executive Committee of the Defense Commission, acting on official requests from the NEA Executive Committee and educational and civic groups in Chicago and the Illinois Education Association, voted unanimously "to undertake an investigation of personnel practices in the Chicago school system." A highly competent investigating committee was appointed. The investigation was begun in November 1944, and completed in May 1945. The published report, *Certain Personnel Practices in the Chicago Public Schools*, has been widely distributed in Chicago and thruout the nation. We believe that this investigation and report will prove to be the major instrumentality in cleaning up what is generally conceded to be the worst educational situation in the United States.

As a result, to date, of the facts disclosed by the investigation, the North Central Association of Colleges and Secondary Schools has placed all of the Chicago high schools on probation for one year. Mayor Kelly has agreed to put into effect the major reforms recommended by the report and Mr. Johnson has been forced to resign from the superintendency of the Chicago schools, one member of the board of education has resigned and others are in prospect.

Indeed I can say to you that I have not the slightest doubt but that every member of the Chicago Board of Education will have to go. The great victory for education that has been won in Chicago disclosed to many persons, including the Chicago political machine, the real strength of a united teaching profession whose reports could not be bought off nor scared off. It also disclosed the importance of facts in discrediting rottenness and corruption. Perhaps most important of all, it disclosed that the people can be counted on to act decisively once the true nature of the situa-

tion is disclosed to them. That is exactly what the people of Chicago have been doing ever since our report was issued. Our Commission is the investigating committee; it is the people of Chicago that are engaged right now in cleaning up that rottenness.

We are receiving requests for investigations in other communities. All such requests emanating from responsible educational and civic organizations will receive serious consideration with a view to possible action in cases where preliminary study indicates that constructive ends will be served. The Commission has conducted various inquiries in cases involving injustices to teachers and school systems and has cooperated fully with the Tenure Committee in various tenure and unjust discharge cases. The investigations and teacher welfare work of the Commission have been in part supported by a grant of funds for this purpose from the War and Peace Fund of the NEA.

The Commission has begun an investigation involving dismissal of four teachers and refusal to give a returned veteran his former position in McCook, Nebraska. The investigation will be continued and a report issued.

The Commission is also investigating the transfer of five teachers in Las Vegas County, New Mexico, for allegedly punitive and political purposes. Requests are on file for investigations in eight additional states involving alleged unjust dismissals.

The next of our major items with which we have dealt during the two-year period is:

3. The Defense Commission has been active for the major part of its existence in the field of promoting intercultural understanding and cooperation. At the Pittsburgh Convention in 1944 we had an excellent meeting on this subject. For more than two years the Commission has been the recognized liaison agency between the teaching profession and the major intercultural organizations. More recently the Commission has appointed an able special Committee on Human Brotherhood and Understanding. The printed report of this committee should be available for distribution early in the fall of 1946. The Commission has published recently an excellent report on tolerance education prepared by the NEA Research Division. In cooperation with the joint NEA-American Teachers Association Committee, the Defense Commission has published a bibliography entitled *Sources of Instructional Materials on Negroes*, prepared by Ambrose Caliver and Theresa B. Wilkins of the U. S. Office of Education.

4. At the 1944 Convention the Defense Commission reported a grant of funds from the NEA War and Peace Fund "to make possible a broader program of cooperation with important lay groups in building an increased public appreciation of the importance of education and a greater public support for adequate financing of public education."

Utilizing this grant of funds, the Commission late in 1944 set up a program of conferences in which representative leaders of business, industry, labor, agriculture, and the professions meet with representative members of the teaching profession for an informal interchange of views. These conferences have been signally successful. They have been conducted in California, Colorado, Georgia, Kansas, Maine, Minnesota, Montana, Nebraska, New Jersey, North Carolina, Ohio, Oregon, South Carolina, Tennessee, Texas, Utah, and West Virginia. It is confidently hoped that the necessary funds will be made available to permit continuing this valuable conference program thru the entire school year 1946-1947.

5. The Defense Commission was requested by the NEA Executive Committee to assume responsibility for seeking Congressional action to curb interference by James Caesar Petrillo with radio broadcasting by school musical groups. We are happy to report that President Truman has signed the measure passed by large majorities in both houses of Congress which it is believed will effectively curb such interferences.

6. The Defense Commission has cooperated actively with the Tenure Committee. This cooperation has been facilitated by the fact that *Mr. DuShane* serves as the NEA staff representative assigned to the Tenure Committee.

7. The Defense Commission has been active in the fight against the passage of

legislation for universal military training in peacetime. We expect to continue this fight against peacetime conscription until it is decisively and finally defeated.

8. During the past two years the Commission has also concerned itself with such problems as teacher welfare, the status of white collar workers, child labor, juvenile delinquency, crime prevention, child welfare, full employment, training of voters, and national health, and their relationship to education and democracy.

We recommend to the General Assembly:

1. The postwar period will probably bring additional demands for investigation and action in connection with the protection of teachers and school systems against unjust treatment. To this end we recommend the addition to the Commission staff of a legally trained person competent to conduct investigations.

(*Mr. DuShane* is receiving many more demands now than he can possibly cover; he needs help in that respect.)

2. One of the original major purposes assigned to the Defense Commission was "to bring to the public a fuller understanding and appreciation of the dependence of democracy upon a better education for all our people." The people of our country and of the world are confronted today with the most complex problems relating to the achievement of human brotherhood and international understanding and cooperation. Education is absolutely essential to the solution of these problems. As a substantial contribution toward their solution, we recommend continuance of state and regional conferences with lay and professional groups, the promotion of conferences in cooperation with local affiliates, and any other appropriate activities that will aid in the solution of these problems.

3. At the meeting of the NEA Delegate Assembly in Pittsburgh July 6, 1944, the following resolution was adopted:

The National Education Association believes that teachers and educational institutions of this country have a heavy responsibility for educating the youth to understand the achievements and problems of all groups, and an obligation to develop a determination to remove the causes of group conflicts.

We recommend reaffirmation of this policy, and full support by the Delegate Assembly in the further development of the Commission's program for human brotherhood and understanding.

5. In view of the continuing emergency relating to teachers' salaries and teacher shortage we recommend that the Delegate Assembly approve intensified efforts by the Defense Commission and other divisions of the National Education Association to improve the economic, professional, and social status of teachers, and the Commission hereby pledges its full support of such a program.

6. We recommend that the Delegate Assembly approve the stand of the NEA Executive Committee and of the Defense Commission in opposition to peacetime compulsory military training and of continued efforts to prevent its adoption.

Mr. Chairman, I move adoption of these recommendations and approval of this report.

Thank you.

(Motion was seconded by *Marian Smith*, Illinois. No discussion was offered, motion placed before the Assembly for vote, carried unanimously and report of chairman of the National Commission for the Defense of Democracy Through Education was declared approved and recommendations adopted.)

President Schlagle: At this time we will have the report of the National Commission on Safety Education by *Gordon C. Graham*, who will report for *Roscoe West*, chairman.

Mr. Graham: I am sure that I speak for our entire Commission in expressing regret at *Chairman West's* inability to be present to make this report himself. I can only hope that my report will be a reasonable facsimile of the one he might have made.

We are a comparative baby in the NEA family and we take great pride in presenting this, which is our first report of activities to your group since the organization of the Commission by the NEA Executive Committee more than two years ago. When the Commission was first organized in 1944, there were twelve members. A little later, in order to give the Commission added strength geographically, as well as representation from all levels, particularly that of administrative units, the membership was extended to fifteen in 1945 by action of the NEA Executive Committee.

You have before you, I believe, a summary of the report which also contains the names of the Commission members. We are now entering the third year of our operations. Our general objectives as you may recall are threefold: To interest educators in safety education, to offer them guides in conducting their activities, and to assure cooperative efforts between schools and recognized agencies interested in safety education and training.

For years there have been a number of private national safety organizations preparing material for schools and assisting in organizing specific programs, particularly in teaching driving to high-school students. Since there has been a lack of sufficient organized planning on the part of the state and local school systems, the safety education program has been in a state of serious confusion. The Commission feels that it has an opportunity to help guide schools in meeting their responsibilities and establish better relationships between the schools and the private organizations interested in safety. The confusion which has existed often prevents the acceptance of the best which these organizations have to offer. Therefore, the Commission feels a definite challenge to help schools assume their proper leadership in this field.

All educational levels—from the lower elementary school thru college and university—come within the scope of our activities.

In planning its program, the Commission has taken into consideration the alarming increase of accidents in this country. Our safety problem is a serious one! It constitutes an unwarranted drain on human life and our economic resources. According to the publication, *Accident Facts*, there were in 1944, 95,000 accidental deaths and 9,800,000 disabling injuries in the United States. During World War II deaths and injuries from accidents on the home front exceeded battle casualties among the American forces. Our losses to enemy action were 261,608 killed, and 651,911 injured. Home front accidents of all types during this period claimed 355,000 lives and brought injuries to 36,000,000 persons, no less than 1,250,000 of these injuries being of a permanent nature.

In planning its program, the Commission has taken into consideration these tremendous losses from accidents. The removal of gas rationing and restrictions on automobiles and equipment has caused a tremendous rise in traffic accidents. It is reasonable to expect the situation to become far more serious as millions of new automobiles appear on our highways. It has been estimated that by 1955 the number of motor vehicles on the highway will be doubled over our present number. Also, our home accident problem has been growing. Nearly 30,000 people are meeting death each year as a result of accidents in the home.

School Bus Standards

Highlighting the past two years' achievements was the successful National School Bus Conference held jointly by the National Commission on Safety Education and the National Council of Chief State School Officers at Jackson's Mill, West Virginia, November 1945. This program was under the general supervision of a subcommittee. At this conference 113 persons, including representatives of forty-four state departments of education, forty-nine representatives of automobile manufacturers and twelve representatives of other agencies interested in school transportation got together and revised the 1939 school bus standards and made other recommendations concerning school bus service.

Successful termination of this conference put school bus transportation on a

safer and more efficient basis. Uniform agreements reached at the conference involving body design, chassis construction, safety devices, etc., will undoubtedly mean a tremendous saving in costs, will assure safer transportation of school children and will facilitate speedy manufacture of new school buses.

This conference serves as an excellent example of consumer-manufacturer co-operation producing a custom-built job.

It is expected that all school bus manufacturers will build their buses according to these standards after January 1, 1947. Even tho it is a short period of time since the standards have been revised, many of the states have adopted them, and others are holding conferences in the near future to revise their state standards in keeping with the national standards. Six weeks after publication, 11,000 copies were requested by school bus manufacturers, state departments of education, and educators.

Joint Projects with Departments of the NEA

The Commission has worked with several departments of the NEA on joint projects. One of these projects was with the Department of Elementary School Principals and concerned a safety program for the elementary schools.

A joint project was inaugurated with the National Association of School Principals and the National Council of the Social Studies. This enterprise resulted in some very valuable material for high-school teachers.

The Commission worked jointly with the Association for Childhood Education on a publication for teachers of small children. This is now at the press and it will be ready for distribution by the Association in the near future.

Last fall a joint committee of the Commission and the National Congress of Parents and Teachers was formed to study how the Commission and the National Congress might work together and cooperate in the field of safety. This Committee met in New York in January 1946. As a result of this committee's activities two bulletins are now ready for the press which should aid local and state PTA officials in their safety programs thruout the country.

The Commission on Safety Education, the National Association of Secondary School Principals of the NEA, and the American Association of Health, Physical Education, and Recreation of the NEA have formed a joint committee to work on a safety program for secondary schools. This committee will meet for one week at Jackson's Mill, West Virginia, July 22-27 to outline its program and to get the project under way. It is expected that this committee will give special emphasis to the problem of safety in the high-school athletic program.

The Commission and the Department of Rural Education of the NEA have formed a joint project to work on safety problems for rural areas. This committee will meet at the NEA headquarters August 6-10 to outline its program and work on the preparation of materials. They will deal with some of the more pertinent problems in safety for rural areas such as fire prevention, highway safety, and use of electrical appliances.

Other Projects

Your Commission's subcommittee on teacher education early in 1945 outlined a program which has resulted in two publications entitled *Safety Education for Teachers—A Guide Book for Administrators*, and *A Guide for College Instructors of Safety Education*. This material outlines the organization of a safety education program for teacher colleges. Procedures are suggested for providing safety on the college campus, and a program of instruction for prospective teachers. More than fifty college administrators and teachers have either used or reviewed the material prior to publication. Many of these persons have made helpful contributions.

The Commission has experimented with recordings of safety programs for radio broadcasts. Two records prepared in 1945 and distributed to state parent-teacher groups were used on stations in eighteen states.

The Commission has felt that one of its major responsibilities was to clarify

the thinking and problems for initiating programs to teach high-school students to drive.

Early in 1945 a subcommittee was formed to work on this matter. This committee met in 1945 and outlined a program of action. The subcommittee members prepared material on various phases of the program. In March 1946 a staff member was added to work on this project. The material has been assimilated and a bulletin is to be published this summer on this subject. At a meeting of the subcommittee on June 21-22, 1946, there were representatives present from the American Association of School Administrators, National Association of Secondary School Principals, Department of Rural Education, and representatives from the various private agencies having programs in this field, to advise the subcommittee with respect to the manual now being prepared. It is expected that this publication will be printed and ready for distribution in the fall of 1946. It should be of value to administrators and teachers in planning their programs. It should clarify the problem for educators with respect to responsibility, as well as pointing out procedures for program planning.

Another of the interesting activities of the Commission during the past two years was an experimental program which involved the preparation of material for the teaching of traffic safety for the social studies. Twenty-one teachers in ten school systems cooperated with the Commission in this project, which resulted in a publication. Thirty thousand copies of this publication were printed; 10,000 copies have been distributed to elementary schools and libraries, state departments of education and other educational agencies, without cost. As a result of this project a bulletin is now in preparation to give the teacher detailed helps in teaching traffic safety thru the social studies.

Early in 1946 President Truman, recognizing, on the advice of competent officials, the alarming increase in traffic accidents thruout the country amounting to as much as 50 and 60 percent in some communities, decided to call a White House Conference of safety experts to prepare a plan for action. Your Commission was most pleased over the selection of our executive secretary, *Robert Eaves*, to act as secretary of the Education Committee of the President's Conference on Highway Safety, functioning with experts in the fields of engineering and enforcement.

The secretary and the office staff devoted nearly two months of its activities toward the program. The Conference resulted in a bulletin outlining the responsibilities of schools for teaching traffic safety. Copies of this bulletin are now available at the Government Printing Office. The Commission has plans underway to make known the results of this conference to more educators.

The Commission's secretary and office staff have participated in a number of safety conferences thruout the country. The office staff attempts to assist educators in the field by advising on specific problems thru correspondence and forwarding material. Members of the staff review materials submitted by other organizations and advise in their preparation.

The activities of the Commission are largely made possible by grants from the Automotive Safety Foundation. The relationship of the Commission to the Foundation has been most cordial. The Commission and the NEA determine policy and nature of safety activities to be conducted.

There have been three general meetings of the entire Commission since it was organized in 1944. The purposes of the general meetings are to suggest programs, develop policies of operation, and review activities and approve new projects. The detailed planning for various projects is under the guidance of subcommittees. The four standing committees are: elementary education, secondary education, teacher education, and college and university education.

Special subcommittees are appointed whenever the need arises. At such times experts are frequently appointed to become members of the Commission's subcommittee for the duration of a particular project. In this way the Commission can add to its effectiveness thru the utilization of more expert advice on safety problems.

Results of the Commission's activities are difficult to measure. During the two

years of its existence there has been a continual increase in requests for materials and helps such as the Commission is now able to offer. In order to meet the demands it has been necessary to expand the Commission's staff. The staff now consists of a secretary, consultant in driver instruction, editor, stenographer, and typist.

Mr. President, this concludes the first activity report of your Safety Commission. We have but one recommendation to make to this body: That each member of this assembly do all within his or her power to forward the cause of safety in our schools in every possible way.

President Schlagle: The vicechairman is not a member of the Delegate Assembly and I will entertain a motion from the floor.

(Motion for the acceptance of the report of the Commission on Safety Education was made by *Mr. Wells* of Georgia, seconded by *Mr. Banks* of Alabama, and carried. Report declared accepted.)

President Schlagle: According to our program, the next order of business will be the report of the Legislative Committee, one of the most active and one of the most important commissions of the NEA. The hour is growing late and it would take time into the noon hour to complete this discussion of the report and unless I hear objections, I will defer this report of the Legislative Committee to the afternoon session . . . Hearing no objections, it is so ordered.

The meeting stands adjourned until two o'clock.

(Meeting then adjourned at 11:55 a. m.)

FOURTH BUSINESS SESSION

THURSDAY AFTERNOON, JULY 4, 1946

(President Schlagle called the Convention to order at 2 p. m.)

President Schlagle: The fourth business session of the Delegate Assembly will now come to order. I declare a quorum present.

The order of business this afternoon will be a continuation of the discussion and action of committee reports.

The first committee report is to be given by *J. R. Mahoney* of Utah, chairman of the Committee on Tax Education and School Finance.

Mr. Mahoney: The report of the activities of the Committee on Tax Education and School Finance is found on page 14 of the *Summary of Reports*.

Before reading the recommendations of the Committee, I would like to present a few observations based on the experience of this Committee and its activity over the last four or five years:

1. The lack of adequate revenue for financing education is the greatest road block to the development of a program of public education that would both harmonize with the economic resources of the American people and the requirements for the effective development of the American democracy. The philosophy of education and the blueprints for a desirable public-school system are advanced far ahead of the financial resources which are a prerequisite to carrying these ideals and plans into operation.

2. The public schools of America are undoubtedly the most poorly financed public activity being carried on in the country today. Poorly paid teachers, many inadequately trained, conducting schools in poorly equipped buildings, make a mockery of our pretensions of democracy, freedom, and progress.

3. Providing adequate financial resources for the public schools of America is the most vital responsibility of the friends of education and must be properly discharged before educational progress is possible.

4. The funds for public education are inadequate largely because the methods of raising revenue in many states are faulty. Extensive revamping of systems of taxation will be necessary before adequate funds for the schools can be provided. Furthermore, the methods of distributing and using school funds are typically wasteful and the overhauling of existing programs will be necessary for economical use of available revenues.

5. There is a notable lack of a concerted, well-organized, intelligently directed program for the improvement of the financing of education on the state and local levels. In the main, each state conducts its own program of school finance reform without reference to the programs for improvement being carried on in the other states. The Committee has discovered that there are many common elements in the problems and appropriate programs for the various states. Especially is this the case for contiguous states in the various regions of the country. An aggressive agency, such as it would be possible for the National Education Association to become, could easily organize the interested groups and agencies to support a concerted program that would result in rapid improvement of the financing of public education. Only a fraction of the time that would otherwise be required would be needed to achieve the goal of adequate financial support.

6. There is widespread evidence of a lack of understanding of the type of local and state financial systems that would most effectively provide for the financial needs of the schools. The completion of the Committee's program for developing a model school finance program for each state would be a great contribution to the program. A model school finance program, adapted to the special conditions of each state, could then be used as a basis for study to develop favorable public opinion and prepare the way for the adoption of the program. Current programs for school finance reform in most of the states are usually piecemeal and opportunistic. This greatly prolongs the time required to reach the desired goal. The comparatively brief period of time that has been required to provide adequate financial support for roads, relief, and numerous other functions of the state and federal governments is in great contrast to the slow-moving progress toward a satisfactory system of financing public education.

7. There is evidence on every hand of rapid growth in public sentiment supporting better school systems. One of the most encouraging signs is the outspoken support for more adequate finances for education on the part of American business leaders, many of whom were formerly indifferent or hostile. Our programs for the most effective methods of raising and distributing school revenue should be quickly formulated for each state that may then serve to help crystallize sentiment into action.

8. The program of the National Education Association in the field of school finance on the state and local levels has been and still is a mere shadow of what its significance and the opportunities for service would justify. The limited facilities of the Committee and those at Association headquarters have been no more than adequate to discover the problems and make a mere beginning on the type of program that should now be promoted with great vigor. The function of the Committee should not extend beyond the guidance of the program. The burden of the program should rest squarely on agencies at Association headquarters, staffed with experts in economics, school finance, school finance administration, and public relations. The Association has an unusual opportunity of coordinating and furnishing guidance for the many forces in America that are ready to support a program of school finance in keeping with American needs and economic resources.

Since I am not a member of this Delegate body, I am going to ask *Monroe Melton* of Illinois to move the adoption of this report.

Mr. Melton: I move the adoption of the report you have just heard.

(Motion seconded by *Frank E. Bass* of Tennessee, placed before the Assembly for vote, carried, and report of Committee on Tax Education and School Finance declared adopted.)

President Schlagle: The next committee report on Teacher Preparation and Certification is to be made by *Jean Armour MacKay* of Michigan, chairman.

Miss MacKay: I am charged with reporting for what is readily admitted to be one of your most important committees, but I have little assurance of my ability to beat the echo! The situation may offer one the opportunity to report to her home-folks that she was cheered to the echo, but I find myself much more concerned that you find listening to me reasonably comfortable, for this report has features of great importance to you and the nation.

The report of this Committee may be found on page 16 of the *Summary*. The members of the Core Committee, you note, are: *Jean A. MacKay*, Highland Park, Mich., chairman; *H. J. Antholz*, Spooner, Wis.; *W. E. Peik*, Minneapolis, Minn.; *Harold W. Smith*, Glendale, Ariz.; *M. Margaret Stroh*, Austin, Texas. *Miss Stroh*, *Mr. Peik*, and the chairman have worked together for five years. *Ralph McDonald*, executive secretary of the NEA Department of Higher Education, is our highly valuable secretary from the staff and our committee is happy to express at this time its deep gratitude for his services to us and to education.

In this report we point out that the teaching profession is the only nationally organized group among the professions which does not maintain a vigorous and controlling influence in matters related to the education and admission of persons to the profession. The American Bar Association, the American Medical Association, the American Dental Association, and other national professional organizations such as those of foresters and engineers, have major programs in this area.

To inaugurate an active program of leadership in this field the Committee voted to request the Executive Committee of the National Education Association to authorize the holding of a National Emergency Conference on Teacher Preparation and Supply. The Executive Committee on March 9 approved the request and authorized the holding of such a conference.

On June 27, 28, and 29 the National Emergency Conference was held at Chautauqua, New York. Four hundred professional and lay leaders from thruout the nation conducted an intensive study of the following problems: recruitment; guidance; selection; preservice education; certification; placement, employment, and induction; in-service education; personal satisfaction in teaching; working conditions; salaries; tenure and retirement; achieving public recognition for teaching; professional standards for teacher preparing institutions; finance as related to teacher supply; research as related to upgrading the profession.

The Conference made history, we feel. The conferees formulated a number of recommendations that represent intelligent foresight and bold planning and these recommendations were warmly and unanimously endorsed Tuesday afternoon at our open meeting. That session was attended by a very large group of advisory committee members, Chautauqua conferees, and other interested delegates.

The report of the Conference with the recommendations is to be printed and distributed widely. Please see that you secure a copy.

The Committee further recommends that:

1. The National Education Association officially endorse the following principle: That national leadership in matters of policy and action related to teacher selection, preparation, certification, and admission to the profession is a major responsibility of the organized teaching profession functioning thru the National Education Association with the cooperation of the state and local education associations thruout the country.
2. The National Education Association follow the Chautauqua conference with an active and increasing program of leadership and service in relation to these matters.
3. The facilities for the use of the Committee in the National Education Association offices be extended and supported with sufficient finances to make possible the leadership and program proposed above.
4. The utmost unity be promoted between all of the departments and agencies of the National Education Association in the development of a continuing program of increasing strength in this field.

Tomorrow afternoon, under the head of New Business, *Dean Peik* of the Committee will move to set in motion machinery to implement the recommendations. We solicit your support of his motion.

Mr. President, I move the adoption of these recommendations and the acceptance of the report.

(Motion seconded by *Mr. Dabney* of Kentucky, placed before the assembly for

vote, carried, and Report of Committee on Teacher Preparation and Certification declared accepted and recommendations adopted.)

President Schlagle: Paul Wamsley of Buffalo, chairman of the Joint Committee of the NEA and the American Legion, will now report for his committee.

Mr. Wamsley: The report of the Joint Committee of the National Education Association and the American Legion appears on pages 18 and 19 in the brochure entitled *Summary of Reports of Committees, Commissions and Councils*.

The members of the Committee are: (a) for the National Education Association, M. R. Dodd of Charleston, West Virginia; Edward E. Keener, Chicago, Ill.; Glenn W. Todd of Lewiston, Idaho; Fred Young, Marigold, Miss.; Paul Wamsley of Buffalo, N. Y.; (b) for the American Legion, Robert J. Webb of Omaha, Nebr.; Roy M. Hayes of Houlton, Me.; W. C. Sawyer, Mesa, Ariz.; Colonel Darrell T. Lane, Salt Lake City, Utah; and James O'Neill of Manchester, N. H.

Belmont Farley, director of public relations of the NEA, and Elmer Sherwood, National Americanism Director of the American Legion, serve as the headquarters contact of the respective organizations.

As chairman of this important Committee, may I state that the personnel of both organizations are most keenly interested in formulating plans and programs aimed to make this great nation thru the medium of its youth, more dynamic, more tolerant, and more active in the cause of Americanism and community service. The NEA today with its affiliated organizations comprises a strength of nearly a million members and blazes the way for all educational associations. Likewise, the American Legion with its membership of over three million is today far in the lead of all veteran groups. The American Legion, knowing that the future strength, the future progress, and the future honor of this nation depend upon the training of the children of today, has since its inception taken a keen interest in our schools and has developed a number of educational activities thru which the principles of good citizenship and sound Americanism are taught. The Legion believes sincerely that thru our students of today we must build for tomorrow. On page 14 of their Americanism Manual, they record their statement of policy relative to education: "Within the walls of our schools are treasured the jewels of the nation. Let us help to safeguard this treasure. Our program is to:

Establish teachers' salary schedules adequate to retain well-qualified instructors in the teaching profession;

Guarantee equalization of educational opportunity entirely free of federal control;

Teach thoroly American history, geography, civics, and other basic subjects to every boy and girl;

Intensify all courses in the sciences, mathematics, vocational-technical subjects, and physical fitness;

Instil in youth an undying love for American institutions and an innate desire to defend America at all costs;

Inculcate in the hearts of youth a knowledge and an appreciation of America's great ideals, its glorious history, and its beautiful traditions which were gained thru blood and sacrifices."

The meetings of the joint committee during the past two years have been characterized by the development of an "entente cordiale" between the two groups. This can be best illustrated by the fact that the Legion has sent to this convention three of the top members of its important National Americanism Commission. Their attitude can be best summed up by the following quotation:

Let me emphasize here that the American Legion has no desire whatsoever to dictate to school officials what should be taught so long as what is taught is American. The interest of our organization in the schools and our efforts in behalf of patriotic education have doubtless been misinterpreted by some, but permit me to say to you that our only desire, our only purpose, is to assist and cooperate to the end that no child in America will be denied the opportunity for education.

Many of you are well aware of the many projects of the Legion, the success of which has been made possible by the cooperation of you and your fellow workers. The Legion representatives desire me to express their sincere gratitude. Among these projects are:

Junior Baseball, which has grown to such proportions that all forty-eight states are participating and some 30,000 teams comprising 800,000 juveniles are involved.

Boys and Girls State, which will have forty-five states enrolled in 1947. This is the Legion project of training young citizens in government.

National Oratorical Contests, which aim to train high-school students to talk on the United States Constitution. Forty-three states competed in 1946 with a combined participation of 150,000 boy and girl orators.

American Legion Awards, which are presented to outstanding boys and girls in our graduation classes. These awards are based on honor, leadership, scholarship, and service.

Of course, we all know of that very fine project in which that great organization, the National Congress of Parents and Teachers (four million strong), joins the NEA and the Legion in promoting "American Education Week," which this year will be observed from November 10th to 16th. The theme, most appropriate, is "Education for the Atomic Age," and among the topics to be developed from day to day are: practicing brotherhood, building world security, facing new tasks, developing better communities, strengthening home life, investing in education and promoting health and safety. Plans were formulated at this convention by the joint committee for the opening of education week with a historical dramatization broadcast nationally from one of our nation's patriotic shrines.

Your committee is also happy to report that in July 1945 at the request of our joint committee, that the National American Legion Executive Committee in Indianapolis passed the following resolution on Federal Aid:

Recommend the consideration of legislation in the 79th Congress providing for federal participation in school support and urge that legislation which adequately protects the schools from federal domination and secures the continued existence of local control of schools receive the support of the American Legion.

It also may be of interest to note that the revised system of military training proposed by the American Legion makes provisions for the least possible disruption of the educational career of American youth. Let it be remembered that the members of the American Legion are veterans of two world wars and in many cases their lives and those of their sons have been marred by the horrors and ravages that accompany war. They are truly pacifists in the real sense of the word in so far as they hate war and they plead with our educators to develop some system of national defense and security that will outlaw all future wars but they would like that policy to be realistic rather than idealistic and based upon facts rather than opinions.

Acting as the interpreting agency of the joint committee is the Legionnaire-Schoolmasters Club. Surveys have been conducted in the past on both a national and state-wide basis to list those educators who are members of the American Legion. Those rosters are naturally quite inadequate at the present time and so it is planned in the very immediate future to compile a new one which will include the legionnaire schoolmen and schoolwomen from World War II. Thru this arrangement, it is desired to set up a medium in our states and communities for diffusing information on such mutual interests as physical fitness, Americanism, G. I. education, child welfare, improved educational facilities for all youth and, of course, to devise effective means to increase potential teacher membership in our State Teachers Colleges, and to check the exodus of teachers from our profession to that of more gainful vocations.

Again, I quote from the Americanism Manual of the American Legion, "In every

state where an economic attack was made upon the schools, the Legion expressed in no uncertain terms its unwillingness to see serious cuts made in the curriculum of the schools. These attacks were usually presented against the 'frills' of education, when in reality those 'frills' should be classified as a thoro modernization of the schools. The Legion has been unwilling to see kindergartens eliminated; music and art departments eliminated or seriously reduced; athletic departments curtailed; vocational training reduced to a bare minimum; adult education and night classes closed."

You will note on the bottom of Page 19 of the *Summary of Reports*, that your Committee makes four specific recommendations:

1. That each organization make available to the other the publications of its affiliated groups.
2. That the policy of exchanging their respective executive heads as speakers at the national conventions of the organizations be continued and that state and local associations of educators and state and local departments of the Legion be urged to do the same.
3. That efforts be made to bring the NEA and the Legion closer together on such vital programs as national security and a practical Americanism.
4. That adequate clerical help be provided to develop a broad constructive program thru Legionnaire-Schoolmen's Clubs.

Mr. President, I move the adoption of this report and these recommendations.

(Motion seconded by *J. C. Donohue* of New York, placed before the assembly for vote, carried, and Report of Joint Committee of the NEA and the American Legion declared adopted together with recommendations.)

Mr. Banks (Alabama): May I ask for a point of personal privilege?

President Schlagle: Certainly. Please state your point.

Mr. Banks: A telegram to the Philippine teachers.

President Schlagle: Please proceed with the discussion.

Mr. Banks: This is July 4—I think tomorrow would be too late. I want to move that the president of the NEA be instructed to cable the Honorable Paul McNutt, our new American ambassador to the Philippine Republic, requesting him to convey to the proper educational authorities and to the teachers of the Philippine Schools our congratulations on their independence, our best wishes for the future, and our pledge of cooperation.

The motion is signed by *J. D. Williams* of Alabama as the second.

President Schlagle: It has been moved and seconded that this be referred to the Delegate Assembly for action. All in favor of this motion signify by saying "aye"—contrary, "no"—it is unanimously carried.

Unless I hear objections, I will ask that the chairman of the Legislative Commission make his report as carried over from the morning meeting. Hearing none, it is so ordered. I will ask *H. M. Ivy* of Mississippi, chairman, to make his report at this time.

Mr. Ivy: Each of you received in your portfolio along in May a copy of the preliminary *Summary of Reports*. If you took time out to read that report, you would find that we had our fingers crossed in it. On page 26 of the *Summary of Reports*, we say: "In a separate statement the Commission offers for Assembly consideration a series of legislative objectives for the ensuing year (1946-47) . . ."

This is the "separate statement":

Since the NEA Pittsburgh convention, of 1944, the Congress has had before it more than 200 education bills. The Legislative Commission has met twelve times since July of that year. During intervals between sessions it has been in close touch with the developments on the Washington front.

The issue of first importance before the Commission over the two-year period has been that of federal aid to help more nearly in equalizing educational opportunity in our public elementary and public secondary schools. Before reviewing experiences in respect to this legislation, I wish to touch briefly and quickly on

other details in the legislative program in order that as much of this report as possible may be devoted to federal aid legislation in the Seventy-ninth Congress.

1. *Surplus property.* The association was an important factor in securing legislation governing the disposal of surplus property under priority and price-concession conditions favorable to education. The administration of the Act has operated to defeat the intent of Congress in these two respects. A great deal of time and energy has been and is being spent in working for the more favorable administration of the Act.

2. *Price controls.* The program of the Commission has been directed specifically at extension of price controls until such time as supply and demand are sufficiently in balance for competition to control prices.

3. *Education and peace.* The Commission has supported all proposals before Congress which promise to strengthen education as an agency for friendly international understanding and for world peace.

4. *Compulsory military training.* The Commission has not believed it to be a function of the NEA to propose a definition of national policy in relation to military needs. It has, however, supported the principle that, whatever the military program may be, it should be so planned as not to interrupt the formal education and training of American youth.

5. *National science foundation.* The Commission is supporting legislation authorizing federal aid for the development and coordination of scientific research on the federal level.

6. *School construction.* The Commission is supporting legislation authorizing federal aid to assist the states and localities in meeting school construction needs.

7. *Other legislation.* The Commission has been active in support of national health and child welfare legislation, nursery schools and child-care centers, equal rights amendment, school lunch, public lands and federal ownership in relation to state and local taxes, the U. S. Office of Education, government reorganization, scholarship programs, and other legislative proposals relating to public education. The general policies on these subjects, observed by the Commission, are enumerated in the recommended legislative policies with which this report concludes.

Federal Aid Legislation

During the past two years the Commission has given priority in its emphasis and labor to the federal aid objective.

Events of importance in this regard include the following:

1. On January 9, 1945, H. R. 1296 was introduced in the House of Representatives with the Honorable Robert Ramspeck, of Georgia, as sponsor. On the next day, January 10, 1945, an identical bill—S. 181—was introduced in the Senate under the sponsorship of Senators Thomas, of Utah, and Hill, of Alabama.

2. Senate hearings were held on S. 181 in late January and early February of 1945. Hearings were held before the House Education Committee April 24-27 inclusive, May 1-3 inclusive, and June 27-29 inclusive.

3. Meanwhile the issue of Congressional authorization for federal aid in the support of non-public schools was injected into both Senate and House by the introduction of S. 717, March 8, 1945, and its companion House measure, H. R. 3002, April 23, 1945. Hearings on S. 717 were held following those on S. 181.

4. On November 15, 1945, approximately 35 members of the House, favorable to the enactment of federal aid legislation, organized the Bipartisan Committee for the Support of Federal Aid for Public Schools "to consider how they might best express their interest in and support of the proposal to strengthen public education for greater service in the nation and in the world." The Committee proceeded to elect officers on a bipartisan basis. At the present time approximately 110 House members from both major parties are affiliated with this committee.

5. The House Education Committee preceded the Senate Committee on Education and Labor in moving to action, largely because of the resignation from Congress, as of January 1, 1946, of Congressman Ramspeck, sponsor of H. R. 1296. On December 12, 1945, the House Education Committee, by a vote of 10 to 9, refused to report for favorable House action H. R. 4929 which represented the Committee's views on what a federal aid bill should authorize.

6. Meanwhile efforts to secure favorable Senate action continued without abatement. On March 27, 1946, S. 181 was reintroduced in the Senate, in amended form, under the sponsorship of Senators Thomas and Hill, the original sponsors, and Senator Taft (Ohio). The subcommittee handling this legislation held meetings on April 26 and May 2. At the second meeting the subcommittee voted to report the bill favorably to the full committee.

7. Under date of June 13, 1946, the full Senate committee reported amended S. 181 to the Senate with the recommendation that it be passed.

To bring you up to this morning, I hold in my hand a telegram signed jointly by the sponsors, which reads:

We are making every effort to get Senate 181, the Federal Aid to Education Bill, before the Senate for action next week. We believe we have a good chance to do this and feel that if we can get the bill before the Senate it will be passed by the Senate.

(Signed) ELBERT THOMAS, U. S. S.
LISTER HILL, U. S. S.
ROBERT TAFT, U. S. S.

The bill is now awaiting debate and a vote on the floor of the Senate, and barring some unforeseen event its enactment is momentarily expected.

Major Gains on Federal Aid Front During Past Two Years

The Commission is prepared to report with real satisfaction that substantial gains have been made on the federal aid front over the past two years.

1. The federal aid proposal became in the past two years a bipartisan objective. The voluntary House Committee organized to support federal aid for public schools is bipartisan. Great credit must also be given to Senator Taft (Ohio), who has joined his strength to that of Senators Thomas (Utah) and Hill (Alabama) in sponsoring the pending legislation. This favorable development is of the first importance.

2. The House Education Committee has an increasing interest in federal aid legislation. Its hearing on H. R. 1296 in 1945 was the first hearing by the committee in many years on this subject. The close vote—10 to 9—of last December has considerable encouragement in it. Cultivation of a more favorable House Education Committee is of major concern now and in the immediate future.

3. More members of the House and Senate are as individuals in sympathy with the federal aid objective than in the past. This is largely the result of the work of leaders in state and local education associations, particularly of those engaged in federal legislative service, who are constantly assuming greater responsibility for keeping in close touch with their Congressmen and Senators, and in cooperating with the members of our headquarters legislative and federal relations staff.

4. The President's endorsement of the proposal to strengthen education thru federal-aid-without-federal-control-legislation, included in his message to Congress January 21, 1946, clarified the atmosphere and tended to localize responsibility for action with the House and Senate. His statement has been most helpful.

5. Magazines, nationwide in circulation, such as *Colliers*, *The American Mercury*, *Life*, *Look*, *The Reader's Digest*, *Atlantic Monthly*, *Pathfinder*, *This Week Magazine*, and many of our great newspapers, such as the *New York*

Times, Christian Science Monitor, Washington Post, the Atlanta Constitution, the Atlanta Journal, the Nashville Tennessean, the Detroit News, and others are presenting to the public information and viewpoints that are constructive in building better schools for a better world.

NEA Legislative Potential Must Be Developed

Promotion of the federal aid objective is, as we know, not a single engagement to be fought but a war to be won. It has already extended over more than a decade of continuous effort. We are in our approach nearer our goal today than ever before. That goal is the strengthening of our public-school program to the point where the 5 million children, 5-17 years old, not now in school, and the still greater number enrolled in substandard schools, will have a decent basic opportunity to become educated citizens. This is a minimum essential for both prosperity at home and peace abroad.

To this end the Commission urges that leaders in state and local associations cooperatively:

1. Strengthen state and local organizations for more effective service on the federal school legislative front.
2. Provide adequately for financing this service, giving to it the same position of relative importance accorded state and local committees working on state school legislation.
3. Develop effective personal, working relationships—continuous in their nature—with their senators and congressmen.
4. Educate the public to the importance of education for the entire nation.
5. Commit themselves in reality to the concept of a great nationwide profession, united in purpose and action.

Opposition to federal aid legislation for public schools arises for the most part from three directions: (a) those who refuse to support the federal aid objective unless it is expanded to authorize support from public funds for private and sectarian schools, (b) those who fear and those who profess fear of federal control of education, and (c) the economy-at-any-cost bloc in Congress. These sources of opposition will depreciate in effectiveness in proportion as the NEA and its affiliates sharpen their purpose and more directly apply their vast resources to the federal aid objective.

Legislative Policies for 1946-1947

We want you to remember this—that in drafting a legislative policy it needs to be flexible, it needs to express the spirit of the attitude of this professional group, and it cannot be in too definite terms.

You have in your possession a mimeographed page entitled "Legislative Policies for the National Education Association as Recommended by the Legislative Commission." This outline undertakes to present in a single statement those foreseeable objectives related to education which may receive Congressional consideration in the coming year. It includes items that are of major interest within the association. The statement itself is largely a product of effort on the part of the Legislative Commission to assemble thru opinionnaires and conferences the best thinking of members of the profession. The recommendations offered by the Commission are, therefore, representative of the views of a broad sampling of educational leadership in the forty-eight states.

1. *Federal Aid.* Congress should provide federal aid without federal control to assist the states in more nearly equalizing educational opportunity thru public elementary and public secondary schools in the United States.
2. *Education and World Peace.* Federal government should take such steps as are necessary to make the United Nations Educational, Scientific and Cultural Organization an effective international agency for world peace. Federal government should encourage international conferences of educators.

3. *Compulsory Military Training.* Federal government should make every effort to eliminate universal military training thruout the world. It should cooperate in every practical way to strengthen the United Nations for world peace. No system of peacetime military training should be authorized which interrupts the formal education and training of American youth. Congress should take definite action immediately to determine the military needs of the United States and extend Selective Service in such manner as to satisfy such needs.

4. *Price Controls.* Federal price controls should be continued until supply and demand are sufficiently in balance for competition to control prices.

5. *Health and Child Welfare.* Congress should provide funds, to be administered thru public agencies and under state and local control, to strengthen the health and physical education program for all children in all schools and colleges.

6. *School Construction.* Federal government should assist the states to meet construction needs. Funds should be made available at once for surveys of construction needs.

7. *Teacher Welfare.* Social security coverage should be extended, by means of voluntary contracts, to employees of school systems not now protected by pension or retirement programs. Such extension should in no way amend or interfere with the operation of existing teacher retirement systems. Retirement pay for teachers should be free from federal income taxes up to the highest amount allowed any other group under existing federal law.

8. *Scientific Research.* Federal government should subsidize and coordinate scientific research.

9. *Public Lands.* Federal government should make payments in lieu of state and local taxes for lands acquired for federal uses.

10. *Nursery Schools and Child Care Centers.* Any federal funds made available for nursery schools and child care centers should be channeled thru the regularly established federal and state educational agencies.

11. *Federal Aid for Higher Education.* Federal government should provide financial aid for the support of higher education to be granted only to publicly controlled institutions. Federal government should make adequate compensation to privately controlled colleges and universities for the cost of specific services rendered at the request of the government.

12. *Scholarships.* Federal government should help finance the establishment in every state of a system of competitive scholarships under which young men and women of high capabilities may attend college. Scholarships for teacher preparation should cover the complete cost of training to the individual.

13. *United States Office of Education.* The federal government should create a national educational commission, composed of outstanding citizens, appointed by the President and approved by the Senate, with overlapping terms, subject to removal only by Congress, non-administrative in functions, to serve in a consultative capacity to the head of the federal educational agency. This agency should have sufficient rank to deal directly with the President and the Congress.

The first twelve are taken from your platform and from your former resolutions. No. 13 is not in violation of your platform, but is taken directly from a recommendation from your Policies Commission in which your Legislative Commission heartily concurs.

Mr. President, I move the adoption by the Representative Assembly of the legislative policies for 1946-47 as recommended by the Legislative Commission.

(Motion seconded by *Forrest Rozzell*, of Arkansas.)

Mr. Rozzell: Never have I seen such a group of long faces—I would like to see them spread up a little rather than up and down. I had a little experience yesterday as I came to the meeting that I want to mention. As I was coming up to the

convention, they were having quite a traffic jam. The cop directing traffic was waving down a rather elderly lady in a Model T Ford. She finally got the car stopped and he put his foot on the runningboard and said, "Lady, don't you know what it means when I hold up my hand?"

She said, "I certainly do, I taught school for 40 years."

I have not taught school for 40 years, but I do remember the little school in which I first taught. It was a little, one-room school at the foot of the Ozarks. One of the pupils was a large, overgrown girl who did not come back after a few days. Somewhere I had heard that it was my responsibility to check and find out why the children were not in school, so I started a search, and after some searching I found her teaching school just across the mountain.

To this day I have not been able to find out whether I taught that girl enough in the short time she was in my school to enable her to teach school, or whether she took one look at me and said, "If that bird can teach school, I can teach school, too."

Incidentally, I received \$300 for the first year that I taught school and I am not an old man, either.

I have no illusions about the effectiveness of any speech or any series of speeches for that matter. If I just had the ability of that young man who was a salesman. He sold milking machines. He went out in the country, sold a milk machine to a farmer, and took the farmer's last cow in down payment for the machine. If I had the ability of that young man, I could talk for a few minutes here and inspire you to action on what I consider to be the most important problem that is going to come before this Delegate Assembly. The most important problems or issues that the people of America are facing today we will find under discussion in this matter that we have under consideration right here now.

Oh, yes, we say we believe in the importance of education, but I wonder if we really do, because we know that what action we take on the matters now and the action that we take on these matters when we get home is going to determine the direction that public education in America is going to take.

If I were to raise the question among you people here this afternoon, "Do you believe that education is important?" I am confident that every one here would say, "Yes, public education is important."

I am confident that the vast majority of the people of America would say, "Yes, the maintenance of adequate system of public education is important," but the only way I know of to judge a belief is by the action produced by belief and when I notice the action of the people of America when it comes to providing adequate system of education for all of America's children, it indicates to me a rather superficial belief in its importance.

When I consider the fact that we have educational slums in America; when we consider the fact that in no state of the nation do they have a teacher's salary that is comparable to those paid in other lines of employment; when we consider no state in the nation has adequate system of public education by which the capabilities of every child can be developed . . . all of this means to me that our belief in the importance of education is rather superficial.

We have allowed the people of the United States to adopt a pattern of action which is not consistent with their professed belief and we, ourselves, are responsible for it to the extent that we take under consideration here today the basic issues that are facing public education in America as we find them in this report, and to the extent that we do something about it, to the extent we will either make our professed belief in the importance of education real or unreal.

There was a certain traveling salesman—and this ain't the way you heered it!—he was traveling in the rural areas when the creeks came up and so he asked the first farmer he met if he might spend the night. The farmer permitted him to do so. The next morning when he got up he noticed the house was completely surrounded by water. He also noticed a hat floating down the stream. That did not disturb him particularly, but then he noticed that when it reached a certain place, it floated upstream, then as he kept watching it, it floated downstream. He watched it float

upstream and downstream for some time and finally he said to the farmer's daughter, "Look—see that hat floating downstream?"

"Yes."

"I can understand that, but wait—see—it's floating upstream!"

She said, "The explanation is simple enough—that's Grandpa—he said yesterday, 'Come hell or high water, I'm going to mow the yard tomorrow'."

When we in the teaching profession get some of the determination of "Grandpa" in this Assembly, and back home, we can solve the problems that we face in education.

President Schlagle: I now recognize *Mrs. Welch* of New York.

Mrs. Marguerite S. Welch (New York): The New York State delegates at their state meeting Tuesday voted unanimously to support the bill for federal aid to education. We sent telegrams to our Senators Wagner and Mead, who are in key positions in the Senate. The teachers of New York State will continue to work until it is achieved.

Ira D. Lucal (Ohio): This is a very excellent program.

However, I am a delegate of a local association. In our local association we have discussions with regard to Policy No. 4—Price Controls. The statement of policy seems to carry the assumption that under federal price control supply and demand will come in balance some day. In our discussions we arrived at a different conclusion. We think that supply and demand would be nearer in balance if controls had been removed when war production ceased. Without further discussion I think you have the point. I think there is a difference of opinion in this Assembly on that point.

I think this question is not an educational one and at least I would not want this policy passed without raising a question as to how many of us are in disagreement with it. In order to raise the question, I would like to make this motion: That Policy No. 4 be laid on the table.

President Schlagle (after conferring with the Parliamentarian): That motion is out of order, because if that prevails it would take all the recommendations with it.

Mr. Lucal: I move for separation of the question stated. I move to amend by striking out policy No. 4.

Woman Delegate (name not understood): Personally and individually, I second the motion. I have no authority from my delegation.

Mrs. Johanna Lindlof (New York): A point of information, Mr. Chairman—

President Schlagle: Wait a minute . . . (conferring with the Parliamentarian) . . . The question is on the amendment striking out paragraph 4, Price Controls.

Mrs. Lindlof: Mine is a point of information, not on this—

President Schlagle: Out of order . . . we are voting on the amendment.

Mrs. Lindlof: May I ask when it is in order to ask a matter of information?

President Schlagle: You may ask for a point of information.

Mrs. Lindlof: I would like something clarified. At this morning's meeting this body approved the Report of the Commission for the Defense of Democracy through Education. In that report the Commission stated the Defense Commission has been active in the fight against the passage of legislation for universal military training in peacetime. We expect to continue this fight against peacetime conscription until it is decisively and finally defeated.

In the motion before us, No. 3, on Compulsory Military Training—I beg your pardon, my point of information is on No. 3.

President Schlagle: You will have to wait until we get to it. We are voting on No. 4. If No. 4 is deleted, *Mrs. Lindlof* will then be in order. Are you ready to vote on the amendment deleting No. 4?

Mr. Ivy: I have no further discussion . . . I would just like to make a statement. As chairman of the Legislative Commission, I think you are entitled to know why the Legislative Committee has included No. 4. The first reason is that it has been included in your resolutions up until the present; of course, you have not adopted your resolutions yet for this session.

The second thing is that we consider that anything that affected the value of

the teacher's dollar was a matter of concern to the public educational teachers of the nation. If we are to be paid in 25c dollars, I think we all ought to object; we are getting 40c dollars now. Any form of control that will keep our dollar more nearly at an adequate purchasing power is the thing that your Legislative Commission is after.

How that may be done, we are not presuming to tell you or the Congress or the financial agencies of this country, but as your representatives, in attempting to foster or oppose legislation in your Congress, we want to protect your dollar as long as we can by hollering yes or no as the case may be.

President Schlagle: Does anyone else wish to speak on the question? If not, I will recognize *Mr. Lucal*.

Mr. Lucal: When *Mr. Ivy* says that the Commission does not presume to say how they are to go about protecting us against the deflation of the dollar, I think he is mistaken, because his recommendation that he proposes, that federal price controls be continued, etc. . . . we think that continuing federal price controls injures the buying power; that the discontinuance of federal price control will be of benefit eventually if prices and supply demands are where they belong.

President Schlagle: The question is on the amendment to delete from the recommendations No. 4, Price Controls. All in favor of this motion, signify by saying "aye"—opposed, "no" . . . the noes have it, the motion fails.

Back to the original motion . . . recommendations of the Legislative Committee.

Mrs. Lindlof: Point of information. Perhaps you remember what I said up to the point when I was forbidden to continue. However, I shall repeat part of it.

At this morning's meeting you approved the Report of the Defense Commission which stated, among other things, "the Defense Commission has been active in the fight against the passage of legislation for universal military training in peacetime. We expect to continue this fight against peacetime conscription until it is decisively and finally defeated."

In Paragraph 3 of the report before us it is stated: "No system of peacetime military training should be authorized which interrupts the formal education and training of American youth. Congress should take definite action immediately to determine the military needs of the United States and extend Selective Service in such manner as to satisfy such needs."

My question is: Are these not contradictory in the thing which they advocate?

President Schlagle: *Mrs. Lindlof*, would you suggest an amendment at this time?

Mrs. Lindlof: I just think that they are contradictory. It just seems to me they are contradictory, if this morning we adopt a report which disapproves of all military training and certainly selective service is military training—if it is not, I don't know what it is—therefore, I question the validity of putting this sentence into this report. Otherwise, I would approve this report.

President Schlagle: I will recognize *Mr. Ivy*.

Mr. Ivy: In view of the point made by *Mrs. Lindlof*, the Committee would like to make this statement: That that sentence was written and was to be our policy, but Congress has since that was written adopted that policy, consequently it is no longer pertinent, so if *Mrs. Lindlof* will make a motion to strike out that last sentence, the Legislative Commission will be willing to adopt it.

Mrs. Lindlof: I move that the objectionable sentence,

"Congress should take definite action immediately to determine the military needs of the United States and extend Selective Service in such manner as to satisfy such needs" be deleted.

The motion was seconded by *Mr. Ivy*.

President Schlagle: The question is on the deletion of the sentence just read by *Mrs. Lindlof*.

Solomon R. Butler (Virginia): I should like to offer an additional amendment that no system of peacetime military training should be authorized which interrupts the formal secondary education and training of American youth.

President Schlagle: Which paragraph are you working on?

Mr. Butler: That is No. 3. Maybe I am out of order.

President Schlagle: I think probably you are.

Mr. Butler: All right, I will wait until this is over.

Mr. Wamsley: A few moments ago I appeared before you as chairman of the Joint Committee of the NEA and the American Legion. Now I am appearing before you as a humble delegate from the state of New York, one whose life was dislocated by World War No. 1, whose only two sons' education was dislocated by World War No. 2. If I am to be blessed with grandchildren I would like them to live a normal life in a world at peace, but on the other hand, I am a realist, not an idealist.

I love my neighbors, but I still lock my door at night. I am appealing to you tonight on behalf of many of the veterans of this War who are interested in watching the proceedings of this particular convention. I told you that the American Legion has gone on record in favor of federal aid, not federal control our bill. It has been a hard, tortuous fight to sell that proposition. It is going to be a lot tougher if we come out here with some resolution this afternoon of appeasement and defeatism.

Of course we are against universal military training. I like that part which says "thruout the world."

Now, our lady from New York, and I respect her very much, she will perhaps tell you that at the United Nations Conference that was held last year, we took a pledge to work for world peace. Well, there was another nation by the name of Russia that also took such a pledge. Russia at the present time has 6½ million men under arms and since July of 1945 has called to the colors their 15- and 16-year-olds.

Now, let's be practical, let's base things on facts rather than opinions and ideals. If we can work this thing on a worldwide basis I am going for it, but let us also have something on the books. I don't like Selective Service. I would like to see the Legion program of universal military training adopted.

I might tell you this, that the Legion at the request of our educators has revised their plan which provides for a program of training which is civilian-operated and under which educators and clergymen will sit in on that committee; it allows boys in our secondary schools to go to college and substitute ROTC or CMT or National Guard while they are in college. I think that seems to be a pretty fair regulation.

If some of the boys are in high school and become 18 years of age, they will be permitted to graduate from high school, but let's put something on the books. Yes, we may get them thru volunteers and I am for that. Now Congress has raised the pay of our servicemen; if that comes thru, why perhaps that might solve the problem, but until that comes thru, I think Selective Service or some other form of activity should stay on the books, so I do hope you will defeat this amendment.

President Schlagle: I recognize *Mr. Myers* of New York.

Mr. Myers: I think most of us are exceedingly sorry to see this question get on to the floor under these conditions when it is exceedingly difficult for us as a large body to try to formulate policy.

I want to propose a substitute, the resolution adopted by the NEA's own Executive Committee, adopted on December 1, 1945. The only way I know in which I can get it before the house is to read it to you. I propose it because they have given long and deliberate study to this which I don't see how we as a Delegate Body can possibly do under these conditions.

Here is their statement—I think you will find that it pretty well covers the situation:

The National Education Association favors a modern Navy, a large Air Force, and a highly trained Army adequate to meet the defense needs of our country. The Association is firmly committed to the sound defense of our country and to the strengthening of its economic, social, and spiritual wellbeing. We look with concern on the proposal to adopt immediately a system of uni-

versal compulsory military training which is foreign to our country's past practice and which in a number of countries has resulted in the creation of powerful military political cliques, dependence on military force, and tremendous economic waste.

The development of highly mechanized warfare thru scientific devices such as the atomic bomb has changed the nature of war and demands a rethinking of our national defense. A strongly supported United Nations Organization will insure a reduction in armament and basic changes in our national defense plans. Before plunging into a world armament race of which compulsory military training is a part, it would be wise to develop strong international laws, administered thru a powerful United Nations Organization.

The teaching profession is in a better position than the armed forces to know the problems and educational needs of youth. The proposal for compulsory military training is not the best method of educating youth for their responsibilities as citizens or for improving their health or their preparation for gaining a livelihood. The teaching profession has as one of its major responsibilities the safeguarding of democracy thru the training of our youth for citizenship. Compulsory military training carried thru several generations might well threaten the basic concepts of our democracy and create attitudes which might more easily involve us in war. Better ways of preparing youth for citizenship than provided by military conscription are available thru our regular educational institutions.

The National Education Association views with concern the proposal for the immediate passage of a law providing for one year of compulsory military peacetime training because (1) it increases the danger of the development of a military political clique; (2) it provides a form of discipline and indoctrination which is undemocratic; and (3) it interrupts the education of many of our youth and subjects all of them to the doubtful influence of military camp life at a critical, formative period in their lives.

Among the best defenses in preparation for any future war would be the development of a sound economy, provision for adequate programs of education and health for all people, the preparation of large numbers of technically trained citizens, the fostering and expansion of thoro scientific investigation, the elimination of domestic injustices and group conflicts, and the development of national unity. These provisions for defense will be curtailed or eliminated if federal funds otherwise available for these desirable improvements are consumed by the high annual cost of compulsory military training.

We should use the years immediately ahead to (1) build a sound economy in the United States; (2) make available an adequate program of education and health for all people; (3) expand and improve our present methods of training scientists, technicians, and specialists; (4) seek thru the United Nations Organization the international abolition of conscription and the reduction of armaments; (5) exert every possible effort to make the United Nations Organization powerful and effective; and (6) work with patience and determination for the elimination of misunderstandings and conflicts among the nations of the world.

The National Education Association, therefore, opposes the adoption of compulsory military training during peacetime.

Mr. President, I feel that is a carefully worked out statement. It is thoroly in harmony with the proposal made to you by the Defense Commission this morning.

I move it be substituted for the statement that was in the Legislative report, for that sentence in the Legislative report which reads:

Congress should take definite action immediately to determine the military needs of the United States and extend Selective Service in such manner as to satisfy such needs.

I move the statement I made which is the NEA Executive statement which this

body has never had a chance to act on because we have not met since that policy was developed, that that policy which I read be substituted for the sentence.

Charles M. Sandwick (Pennsylvania): I second the motion.

President Schlagle: The question is on the adoption.

Mr. Butler: I speak not from a textbook, but as one who has seen over three years in this war. I have seen men die because they did not have the opportunity to receive adequate training before the war came on. I personally am opposed to war; I am for peace. If giving my life would prevent the next war, I would be willing to sacrifice it instantly, but I realize that is not the way; that by appeasement with dictators, whether they be communists or fascists, we cannot secure peace. We must have a reasonably strong army, navy, and air force. If we could get those men by the volunteer system, I would be in favor of the volunteer system; I am for it. But if we must draft men to have the adequate number, I am in favor of that.

I have served as a Naval officer, both in the Atlantic and Pacific during this war. I have been in charge of a Naval Training School. I know what naval training means and I know what it means to see men die.

We would be making a mistake if we went on record as a group opposing compulsory military training regardless of what other nations are doing, regardless of how our country's defenses might be at stake. It would be a mistake.

Furthermore, I would say this: We came near losing this war. In our opinion, those of us who actually were in operation (it is true of many of us), we felt that if Japan had turned east instead of going out after Pearl Harbor we would have lost this war.

We cannot afford to run that risk, ladies and gentlemen; we must support a sound, sensible, comprehensive policy; if it involves military training, let it come. If we can get them by the volunteer system, all right, but I personally would like to oppose the motion that we go on record as saying we are opposed to compulsory military training regardless of what happens.

President Schlagle: Are you ready for the question . . . vote on the substitute.

Mrs. Ruth M. Adams (Arizona): I think this is the time to emphasize the similar opinions we hold about national defense. No one of us opposes national defense. All that we can differ upon is what method that shall take. The atomic bomb is the thing, I think, which has caused a variation of opinion as to what is effective national defense. We have long had a variety of opinions about compulsory military training in a general way. Right now the question is whether it would be better for the United States to use all its facilities for training thoroly all its young citizens or whether it would be better to place them in the older, traditional military training.

We had returned to our faculty a man who by no stretch of the imagination could be called a pacifist. He fought in the first war as a boy of 15; he fought in this last war, volunteering.

On his return, he addressed a group of us and made this remark: "If you people want to win the next war, don't bother about traditional military training; send your best and brainiest boys and girls to college and let them take all the courses in chemistry and physics they can get."

One more thing: Whether we need large masses of soldiers or whether we need atom-trained scientists, I think is the point of division here. We do not need, it is said, large masses of soldiers to take over a dead city like Hiroshima. For that reason I think the adoption of the policy set forth as read by *Mr. Myers* is that of intelligence, of cool judgment, and of true patriotism.

Mr. Melvin (Illinois): I have in my hand a copy of the resolutions adopted by the Assembly this morning, July 5: The NEA believes—

President Schlagle: (interrupting) They were not adopted, they were presented.

Mr. Melvin: Resolution 3—the lady says this is in opposition to a resolution presented or adopted this morning.

President Schlagle: That was a recommendation of the Defense Commission.

Mr. Wamsley: I am pleading with you to put something on the books until we see where we are going. We are taking action to eliminate Selective Service. There are about two and one-half million G.I.'s overseas that would like to get home; their

only hope of getting home is in the form of replacements. They can get replacements from volunteers, but that is not very good. They can get other replacements from Selective Service.

Now, here is a national organization; your action today will be picked up by the AP and UP wires. It will be headed "Teachers of America Demand Elimination of Selective Service." How are the parents of those G.I.'s going to feel toward us?

I just raise that issue. I like this resolution that is coming up tomorrow. I am confused. One policy comes up with one phrase, another with another, and then tomorrow you have a resolution. Which is which? Does one supersede the other? I don't know.

Thank you.

President Schlagle: I recognize *Mr. Myers* again—the Parliamentarian has ruled *Mr. Myers* has the privilege of closing debate.

(*Mr. Myers* yielded momentarily to *Mrs. Lena G. Doll* of Michigan.)

Mrs. Doll: I have been studying the compulsory military training for years. I have been active in community projects on this issue. I speak with some knowledge of what I say. There is such a thing as a destiny of nations. History has proved it from the beginning until now. The United States at this time stands in a peculiar position. It is unique in the history of all mankind. We do commend our Army, Navy, Air Forces, all of our combined forces for what they have done. We have lost men, we have lost money, we have lost much from every way that war can be destructive. It is now, at probably this meeting, that the United States will be led either in a path of war and destruction or a path towards peace and progress.

Those of us who have studied the problem believe that the destiny of the United States commits us at this time to pledge all we have to lead the world into a path of peace.

President Schlagle: I will recognize *Mr. Myers* to close the debate.

Mr. Myers: I want to call attention to the fact that this resolution which I read to you a while ago, adopted by the Executive Committee of the NEA, is no pacifistic document—it could not be when it begins, "The NEA favors a modern Navy, a large Air Force, highly trained Army adequate to meet the defense needs of our country."

Furthermore, ladies and gentlemen, it does not say a single word about discontinuing Selective Service, *Brother Wamsley* to the contrary: it says nothing whatsoever about that. It leaves that matter entirely open. It merely states it is opposed to the adoption of a policy of compulsory military training during peacetime.

President Schlagle: The question is now on the substitute motion. All in favor of this motion signify by saying "aye"—opposed, "no" . . .

(Cries of "Division" from the floor.)

President Schlagle: Division called for . . . all those in favor of the substitute—

Joe C. Howard (Kentucky): We would like the motion stated so that we know what we are voting on.

President Schlagle: We are voting to substitute in place of Paragraph 3 the last sentence, "Congress should take definite action immediately to determine the military needs of the United States and extend Selective Service in such manner as to satisfy such needs"—that is the sentence to be deleted, and the article read by *Mr. Myers* will be substituted in lieu of that sentence.

Let's try a voice vote again, if you have no objection. All in favor of that motion signify by saying "aye," opposed, "no."—The Chair is in doubt. . . . All in favor of this motion of substitution signify by saying "aye," opposed, "no." . . . The Chair is still in doubt. . . . Those in favor of this substitution stand . . . those opposed, if they will now stand . . . I will rule that the "ayes" have it.

The motion now is on adoption of section 3 as amended.

Mr. Hendry (New York): I realize it is getting late, but I thought another main feature of the report deserves some more discussion from the floor. I will be very brief. I refer to the subject of federal aid for schools. I remember two years ago, at the Pittsburgh Convention of the NEA, there was an excellent discussion on the subject of federal aid and development of public opinion on that subject since that

date has been largely due to the NEA. It is great encouragement to go ahead, to continue to educate the public on this subject of federal aid for public schools.

The other afternoon I attended the Conference on Tax Education and School Finance presided over by *Mr. Mahoney* and I am looking forward to his report. In that discussion the other afternoon, emphasis was made or put upon the fact that we teachers and everyone else interested in public schools must orient ourselves to new methods of financing the schools.

The traditional method has been to finance the schools mainly from local real estate tax. That is no longer adequate. Both the states and federal government have immense resources other than the real estate tax. We have a big educational job to do and we want to make it clear to the people why federal aid is now necessary.

Just as the states, each of them, have found it in the past necessary to attempt to equalize educational funds within the borders of the state, so the nation now has developed to the point where it is absolutely necessary for the federal government to undertake to equalize educational funds if we are to have equal educational opportunities in this great nation.

In talking to delegates from other states, I discovered that some of them assume that New York is just opposed to federal aid for education. I was surprised at that. I want to assure you that the teachers of New York are very much in advance of certain Congressmen from New York. The state education association and a big, active teachers organization within the city of New York have been working for federal aid for years and we have succeeded in moving some of the Congressmen . . . we have had personal experience in that.

We in New York, as the rest of you, support federal aid for schools for the fundamental purpose of equalizing educational opportunities in this great nation and it may surprise some of you to know that the rich state of New York would profit by federal aid, too; we would get a good, big percent of aid from the national treasury if federal aid went into effect, so that we have the same reason for supporting federal aid that people of the other states do and I just wanted to get the opportunity to tell you that we teachers in New York have been working for federal aid for years.

President Schlagle: Any other discussion?

Mr. Senger (Ohio): I have no fault to find with the report. I don't want to object to any part of it. I should like to make a motion with respect to No. 7—should that be done now or at some other time?

President Schlagle: You will have to offer an amendment if you wish to make a motion—either a deletion or an amendment.

Mr. Senger: The Representative Assembly heard this morning the discussion concerning the exemption of the retirement pay of teachers. It is in regard to that that I wish to make an amendment. I do not think that it is necessary to go into details about the matter any more. You all seemed to be in favor of the exemption of this retirement pay; you approved, as I saw it, the work that had already been done by the Retirement Council, by the Legislative Commission, and by the Resolutions Committee.

I think, tho, that what we all wanted, was that more be done than has been done, that the action should be intensified, that this matter be pushed and be pushed now, that it be moved up from No. 7 on this list to, say, No. 1½, right under Federal Aid.

I would move to amend this Section 7 by then adding this statement:

Resolved, That the Office of the NEA be instructed to adopt as one of its most urgent legislative recommendations the proposition that retirement pay of teachers be exempted from federal income taxes up to the highest amount granted to any other group.

The point that I am making there is that this should be adopted as one of its most urgent legislative recommendations. I think everything else has been done.

President Schlagle (after conferring with the Parliamentarian): The Chair declares your discussion out of order because the subject was disposed of.

We are voting now on the approval of the Report of the Legislative Commission and the recommendations, as amended. All in favor of this motion, signify by saying "aye," opposed, "no"—the ayes have it . . . it is so ordered. . . . The Report of the Legislative Commission and its recommendations, as amended, is declared approved.

The Report of the NEA and the American Library Association was to have been given by *Mildred English*, but inasmuch as she is not present, she has asked me to present her report as found on your printed *Summary of Reports of Committees, Commissions, and Councils*, pages 19 and 20 as printed.

I will ask for a motion that this be accepted.

(Motion so made by *Mr. Conners* (New York), seconded by *Mr. Briscoe*, and carried. . . . Report of the Joint Committee of the NEA and the American Library Association declared accepted.)

President Schlagle: During the past year, the government of Great Britain invited a committee of elementary school teachers to visit the elementary schools of Great Britain. *Mrs. Beulah Keeton Walker* of Dallas, Texas, president of the Department of Classroom Teachers of the NEA, was a member of that committee and I am asking her to make a report on this mission. . . . *Mrs. Walker*.

(*Mrs. Walker* then read her paper, copy of which will be found on page 51, adding in conclusion:

I move the adoption of this report.

The motion was seconded by *Alva W. Wells* of Oklahoma, carried, and the report declared adopted.)

President Schlagle: Next we will have the report of the Joint Committee of the NEA and the American Medical Association. *Ben Miller* will report for *Thurman B. Rice*, chairman.

Mr. Miller: As NEA Headquarters contact person for this Joint Committee, I am presenting this report for *Thurman B. Rice*, the chairman, who is now attending the sessions of the first postwar convention of the American Medical Association at San Francisco where this Joint Committee is sponsoring a Symposium on Procedures in School Health Examinations. The chairman wishes that I convey to all of you cordial greetings and best wishes of the physicians of this country as represented by the American Medical Association.

The Joint Committee on Health Problems in Education is composed of ten members, five appointed by the NEA and five appointed by the AMA.

The members of the Committee are: (a) for the National Education Association—*Bernice Moss*, San Francisco, California, *vicechairman*; *Louis R. Burnett*, College Park, Md.; *Anne S. Duggan*, Denton, Texas; *N. P. Neilson*, Salt Lake City, Utah; and *Willis A. Sutton*, Atlanta, Ga.; (b) for the American Medical Association—*Thurman B. Rice*, Indianapolis, Ind., *Chairman*; *W. W. Bauer*, Chicago, Ill., *Secretary*; *A. J. Chesley*, St. Paul, Minn.; *Glenville Giddings*, Atlanta, Ga.; *George S. Lyon*, Huntington, W. Va.

Educational and medical leaders, child health organizations, and many other groups and individuals in this and other countries have requested information, advice, and leadership relating to the literature, research, standards, and procedures dealing with the many phases of conservation and improvement of the health of school children and school personnel.

This Committee has served in an advisory capacity on several major health problems during the past two years. Its work is significant because of the many inter-relations between the two professions of education and of medicine. Teachers and physicians must work closely together if they are to secure the best results. It is doubtful if there are other professional groups who come so close together in their ideals as these.

The functions of this Joint Committee are:

A. To foster a closer understanding between educators and physicians in order that each group may make the maximum contribution to the recognition and solution of health problems.

B. To study the relationship of physicians and educators to health problems, to each other, and to other agencies.

C. To discover health problems, analyze them, and provide a cooperative approach to their solution.

D. To study the contribution which educators and physicians can make to health instruction.

E. To publish or procure publication of materials and scientific findings thru the periodicals of the parent organizations and thru such other channels as the Committee may develop.

F. To develop symposia on health problems in connection with the meetings of the parent organizations when practicable.

G. To advise the parent organizations on problems submitted by them.

H. To perform such other functions as the Committee may develop, subject to the approval of the parent organizations.

Since the last meeting of this Representative Assembly and previous to the meeting of the Committee last year several important health problems have received the attention of the Committee, including: (a) A statement on the use of the ultra-violet disinfection lamp; (b) A resolution strongly endorsing the teaching of basic human biology as a preparation for health and hygiene classes; (c) An official statement on the actual and potential effects of food rationing on the supply and serving of foods in school cafeterias; (d) A report on posture in relation to school desks and other school conditions; and (e) The conservation of eyesight.

Since the last report made in the spring of 1945, the work of the Committee has been carried on thru interim activities and a meeting held at the American Medical Association headquarters in Chicago last May.

The interim activities of the Committee consisted in distributing and implementing the reports prepared by the Committee at its 1945 meeting. These reports were as follows: The Conservation of Hearing in School Children, Sanitary Requirements for School Lunches, A. B. C.'s of School Lunch Sanitation, Principles Governing School Lunches, Ration Point Problems in School Lunch Projects, Health Appraisal Procedures During Shortages of School Physicians and Nurses, and Health Policies with Respect to the Conduct of the Physical Education Program, and a résumé of the comment offered in an article on tampons as menstrual guards by Robert L. Dickinson of New York.

These reports were mimeographed and distributed one at a time to the principal educational publications, state medical journals, and bulletins of local medical societies. In response there has been a brisk demand for these publications, many of which have been distributed gratis by the Bureau of Health Education of the American Medical Association and the Health Department of the N.E.A.

Also during the year, the Committee chairman, *Mr. Rice*, represented the Committee at the meeting of the Conference for Cooperation in Health Education held in New York, December 28 and 29, 1945, at which final approval was given to the pamphlet, *Suggested School Health Policies—A Charter for School Health*, in which the Committee had a share, and to the report on the Functions of Administrators, Physicians and Nurses in the School Health Program, devoted by the conference committee and financed by the Metropolitan Life Insurance Company. The chairman of the Committee attended the meetings of this conference committee. The secretary of the Committee also attended these meetings as a representative of the American Medical Association.

The Committee spent three days in deliberation in Chicago last May principally on the following topics:

1. The American Medical Association's new project in health and physical fitness.
2. Standards for school health appraisals, a report which was discussed in its tentative form and is to be circulated for a vote by the Committee.

Among other subjects discussed by the Committee were (a) tampons as menstrual guards, (b) competitive sports for girls of highschool age, (c) whether or not cancer control should be taught in the schools, and (d) plans and equipment for school health rooms. On all of these, statements will be forthcoming.

The Committee discussed at length the report prepared by *Mr. Giddings* on the school lunch and ordered this manuscript in the revised form to be recirculated for further discussion.

The Committee also discussed the proposed revision and possible expansion of its pioneer report on Health Education, which is now only five years old but out of date in view of developments in the field of health during the war years.

This comprehensive report is one of the most important books of its kind. It has been well received by medical and educational leaders. In the words of the chairman, *Mr. Rice*, it is probably *the* most important thing that the Joint Committee has ever done.

The Committee recommends that:

1. The AMA and the NEA each appropriate a sum not to exceed \$5000 and authorize the Committee to use as much thereof as necessary for the employment of a competent editor and necessary secretarial assistants to revise its report, Health Education, and have it ready for consideration by the Committee not later than its 1947 meeting.

The Committee further recommends that:

2. The newly elected officers act as a steering committee to carry forward the work of revising the report, Health Education, as soon as authorization and appropriations are certified to the secretary of the Committee by the NEA and the AMA, respectively.

Mr. President, acting in behalf of the chairman of this Joint Committee, I urge that this report, including its recommendations, be adopted.

President Schlagle: *Mr. Miller* is not a member of the Delegate Assembly. Will someone move the acceptance of the report and approval of the recommendations?

(Motion so made by *Mr. Ivy*, seconded by *Mr. Smith* of Tennessee.)

President Schlagle: I will have to restate that—any recommendations involving money would be out of order, the money part will be deleted, or only considered as a part of the recommendations as presented when the Budget Committee makes its report. Under such conditions, then, that will be approved. I will now entertain the motion which has been moved and seconded that this Committee report with its recommendations be accepted.

(Motion then placed before the body for vote and carried. Report declared accepted as stated.)

President Schlagle: *S. L. Smith* of Tennessee, chairman of the Joint Committee of the NEA and the American Teachers Association, will report for his committee.

Mr. Smith: This Committee on which I am about to report to you—their report has been printed. I made the report just exactly this time twenty years ago, the first report, on the Fourth of July in Philadelphia. I was the next to the last speaker and I did it in one minute. I propose to do the same this time. The Joint Committee has passed it and I move the adoption.

(Motion seconded by *Mr. Ivy*, placed before the body for vote, carried, and Report of the Joint Committee of the NEA and the American Teachers Association declared accepted.)

President Schlagle: The work of the Joint Committee of the NEA and the National Congress of Parents and Teachers will be reported by *Agnes Samuelson*, assistant director, Division of Publications, NEA, and chairman of this Committee.

Miss Samuelson: Just a few words to supplement the Summary of this report, which is found on page 23 of the *Summary of Reports*.

Yesterday morning, from this platform, *Mrs. Mabel W. Hughes*, president of the National Congress of Parents and Teachers, presented the goals and program of the National Congress of Parents and Teachers. Last evening, from this platform,

President Schlagle presented the goals and program of the National Education Association. All of the sessions are given over to the details and working plans.

These presentations indicate that the general purposes of these two great organizations are very similar. They have common goals on behalf of children; then teachers, parents, and the world in which they live. Fine programs, with their similarities and differences.

The Joint Committee directs the attention of each organization each year to specific areas of cooperation which need special emphasis. To that end, this past year, a pocket size brochure was issued jointly: *Looking Toward Tomorrow's Education*. It is the first time that the report has been issued in bulletin form.

This brochure was prepared for the use of local parent teacher units and local teachers associations for the study and discussion of common areas of interest and concern. The committee expresses its appreciation to the Research Division of the NEA for the preparation of the text and to the Publications Department of the National Congress of Parents and Teachers for the layout and publication.

This report comes before both organizations for approval. It was adopted by the National Congress of Parents and Teachers at its Denver convention in May, 1946. The distribution will soon reach 100,000 and copies are still available at NEA and NCPT headquarters.

The response has been so gratifying as to encourage the committee to believe that the development of additional materials designed for use in local areas would serve a useful purpose in the development of home and school cooperation.

Hence, the recommendation which is placed before you at the end of the report that: Local teachers associations and local parent teacher units be encouraged to hold joint meetings for the discussion of areas of common concern in the education of today's children who will be humanity's color bearers tomorrow.

I urge the adoption of the report.

(Motion for adoption of the report was made by *Mr. Bass* of Tennessee, seconded by *Mr. Ivy*, and carried. Report of the Joint Committee of the NEA and the National Congress of Parents and Teachers declared adopted.)

President Schlagle: I recognize *Mr. Ivy* as a point of personal privilege.

Mr. Ivy: I think this fine telegram that we received this morning from the sponsors of the S. 181 should have a more official reply than one from merely the chairman of this Legislative Commission.

President Schlagle: Proceed with your discussion.

Mr. Ivy: I move you be authorized by this Representative Assembly to send a telegram of appreciation in reply to this one, asking them to keep on doing what they said they would do.

(Motion seconded by *Mr. Wellemeyer* of Kansas, placed before the body for vote, and carried.)

President Schlagle: This completes the Fourth Business Session and we hope to see you here at the Second General Assembly at 8 o'clock tonight. The meeting stands adjourned.

SECOND GENERAL ASSEMBLY

THURSDAY EVENING, JULY 4, 1946

(*President Schlagle* called the convention to order at eight o'clock.)

President Schlagle: The Second General Assembly will now be in order.

The Reverend J. Blakesly Lyon, pastor of the South Presbyterian Church of Buffalo, will give the invocation.

The Reverend Mr. Lyon: Infinite God, our Heavenly Father, we ask Thy blessing upon this assembly this night. We come unto Thee entirely conscious that somehow we are responsible for the next generation. Wilt Thou give unto the process of education some scheme whereby men may live together in peace, in knowledge, in understanding, and in love . . . in the Name of Thy Son, Jesus Christ . . . Amen.

President Schlagle: The pledge of allegiance and the singing of "America, the

Beautiful" will be led by *Silas Boyd*, head of the Music Department, New York State College for Teachers, Buffalo.

(Singing followed.)

President Schlagle: *Jarvis M. Morse*, director Education Section, U. S. Savings Bond Division, Treasury Department, is with us this evening and has asked to be recognized at this time . . . *Mr. Morse*.

Mr. Morse: I am honored to appear before you this evening to bring the greetings of the Treasury Department and tokens of appreciation for your interest in national finance.

President Schlagle, may I present to you for the National Education Association, the Treasury's Distinguished Services Citation for the outstanding cooperation this Association is giving to the Savings Bond program.

President Schlagle: (accepting the Citation): Thank you, *Mr. Morse*. I accept this in behalf of the NEA.

Mr. Morse: *President Schlagle*, before you return to your chair, I should also like to present you with this Silver Medal as a symbol of thanks for your personal interest in the Treasury's Bond Sales.

President Schlagle (accepting the Medal): Thank you, *Mr. Morse*, for the privilege of serving.

Mr. Morse: And it gives me further pleasure to have the Treasury's Silver Medal for *Mr. Givens*, your Executive Secretary.

Mr. Givens (accepting the Medal): Thank you very much. I am sure I speak for all the teachers when I say it has been a pleasure to work with the Treasury Department thruout this great War.

Mr. Morse: Thank you, *Mr. Givens*. I want to assure you that your Executive Secretary has been most kindly and cooperative in helping us laymen over at the Treasury to understand the problems of educators. I am not quite sure whether I shall call myself a layman or not. Some time before I got snagged down with the red tape of government, I taught for 15, 20 years, and so if you don't mind, I am not a layman, perhaps, for the moment.

This ceremony tonight when I am standing here passing out tokens of appreciation, sort of reminds me of commencement days, a fair number of which I have attended in my many years. I wish I had diplomas for all of you, for every one of you is helping tremendously in the Treasury's undertaking which is not just to sell bonds, but to use the Savings Bond program as a natural and valuable means of encouraging personal and national thrift.

Need for wise money management did not stop at V-J Day a year ago, rather has the need grown greater since that time. The Treasury is continuing the Savings Bond program as a peacetime program not to increase the national debt, but to assure that that debt as it is reduced be held as widely as possible. It will be more beneficial for our country to have a large number of our people share in the interest on the debt rather than to have the channel narrowing into the hands of a few institutions or large investors.

The School Savings program is basic to the whole peacetime program of the Treasury. Its prime function is to assist the schools of the nation to teach students to save wisely. The Treasury aim is to make the School Savings Program a solid and constructive one that will appeal to school administrators and classroom teachers and pupils, for it must be your program. The Treasury has not the slightest intention of trying to tell teachers what or how to teach. We offer materials and aids which we trust will be so helpful you will want to use them.

Our dominant theme is one of public service. We are concerned with the American family and the American scene. We want to strike a confident and optimistic note in the midst of prevailing confusion, a note that will point to the possibilities of a better America, a better future world. We want to take stock of our present blessings, recall the historic sacrifices that have been made to secure them and thus to stimulate interest in local, national, and world affairs.

This theme coincides with many of the objectives of education as set forth by

your Association. I have in mind particularly the recommendations that each individual must be educated as a producer, consumer, and investor, and with a sense of right relationship to his government and with the peoples of other nations.

I don't want you to look upon the School Savings program as a chore, as something extra that overworked teachers are asked to do. We want to help. We are all interested, professional educators and laymen alike, in keeping America strong. The Treasury's School Savings bond program makes no demands, but offers to help you in carrying on your high calling of training the youth of America to be good citizens.

This program of public service begins with you people and your pupils and then spreads out as does all of your teaching into the students' families, community, and the nation.

I thank you for this opportunity to appear on this very important convention program and I wish to assure you of the Treasury's constant endeavor to be of service to all Americans.

President Schlagle: Our next speaker is the daughter of the great commoner, William Jennings Bryan. She was educated at the University of Nebraska, she holds many honorary degrees. Her contributions to her country in the seventy-first and seventy-second sessions of Congress and in the diplomatic service to Denmark are well known to all. Hers has not been the easy life of a diplomat. She has seen war at its grimmest and ugliest. She served as a nurse with the British Army in the heat of the Egypt and Palestine campaign of World War I.

Her writings cover a wide range of subjects from *Picture Tales of Scandinavia* to *The Castle in the Silver Wood*. Her untiring efforts in behalf of world peace qualify her as one of America's leading authorities on "The United Nations—The Hope of the World."

I present *Mrs. Ruth Bryan Rohde*, distinguished author, lecturer, and former minister to Denmark.

Mrs. Rohde: Mr. President and friends:

(*Mrs. Rohde's* speech will be found on page 53.)

President Schlagle: *Mrs. Rohde*, on behalf of the teachers of this Convention, I thank you for coming and giving us this wonderful address.

Our next speaker is a distinguished Congressman and fellow educator. *The Honorable Karl E. Mundt* attended our public schools, graduated from Carleton College and Columbia University. He has served as a highschool teacher, superintendent of schools, and professor of speech. He is the cofounder of the National Forensic League.

For the past eight years, *Mr. Mundt* has served his state and nation well as a Congressman. As the author of the resolution for UNESCO, he has led the way in Congress for giving education a chance to build a world peace.

His wrestling with problems of foreign affairs and domestic issues as well as his keen observation while recently traveling in Russia, qualify him to speak with authority on "The United States and Russia—World Leaders."

I present *Karl E. Mundt*, Congressman from South Dakota.

(*Mr. Mundt's* speech will be found on page 62.)

President Schlagle: We thank you for this challenging address.

Mrs. Rohde and *Mr. Mundt*, the teachers of this great audience would want me to express for them their appreciation of these two great, inspiring addresses.

We stand adjourned until 9:30 in the morning.

(Meeting then adjourned at 10:30 p.m.)

FIFTH BUSINESS SESSION

FRIDAY MORNING, JULY 5, 1946

(President Schlagle called the Convention to order at 9:30 a.m.)

President Schlagle: Will the Fifth Business Session of the Delegate Assembly now come to order? I declare a quorum present.

The Reverend Frank Blackwelder, rector, St. Simons Episcopal Church of Buffalo, will give the invocation.

The Reverend Blackwelder: Direct these Thy people, O Lord, in all their doings with Thy most gracious favor and further Thy continual help that all their work is begun, continued and ended in Thee, that they may glorify Thy Holy Name and finally, by Thy mercy, obtain everlasting life thru Jesus Christ our Lord . . . Amen.

President Schlagle: The pledge of allegiance and the singing of "America" will be led by *William Breach*, supervisor of music, Buffalo Public Schools.

(Pledge of allegiance and singing followed.)

President Schlagle: We will now start with the regular order of business for the morning and first on our agenda is the report of the Board of Trustees.

Before I call on *Mr. Doudna* to make the report for the Board of Trustees, I would like to remind you of the work of *Mr. Saunders* who as you know, was chairman for a number of years. The records indicate that he had not missed a single session of this Assembly from 1925-1943, and then only because of illness. I know of no member of our organization who has given more of his time and efforts to the financial success of the Association than has the late *Joseph Saunders*. He aided in establishing the foundation of our financial structure and in the developing of our permanent building fund. His leadership will be greatly missed.

The official report of the Board of Trustees will be made by *Edgar G. Doudna*, vicechairman . . . *Mr. Doudna*.

Mr. Doudna: I am very glad to repeat what *Mr. Schlagle* said to you about *Mr. Saunders*. I served on the Board for many, many years with him and I never knew of a man more devoted to the interests of this Association than he.

If you will take your Financial Report, I can make this Report in two, three minutes, because I am going on the assumption that you all can read . . .

(Highlights of the printed report followed.)

I hope you will read this report, look over the details, ask yourself some questions and occasionally visit Headquarters when you are in Washington and then thank goodness that you belong to an association that can say, with the village blacksmith of Longfellow, "We look the whole world in the face for we owe not any man."

President Schlagle: You have heard the report by the chairman of the Board. I will entertain a motion to accept this report.

(Motion so made by *H. G. Greer* of Alabama, seconded by *R. L. Booker* of Alabama, and carried. Report of vicechairman of the Board of Trustees declared accepted.)

President Schlagle: The next report this morning is the official report of the treasurer, *B. F. Stanton* of Alliance, Ohio.

Mr. Stanton: Assuming that you recall all the details that *Mr. Doudna* has given you, it will only be necessary for me to give you the main facts that are set forth on page 24 of the Treasurer's Report. In the pamphlet which you hold in your hands, there are as you will observe, three reports: The Report of the Board of Trustees, the Report of the Auditors which extends from page 5 to page 22, and at the end, the Report of the Treasurer.

(Highlights of the printed report followed.)

I move the adoption of this report, Mr. Chairman.

(The motion was seconded by *Norma Pillsbury* of California, placed before the body for vote, carried, and the Report of the Treasurer declared adopted.)

President Schlagle: The next official report is that of the Committee on Auditing by *Harriett Dobbins* of Alabama, chairman.

Miss Dobbins: The members of the Auditing Committee for the year 1945-46 have examined the detailed report of the audit of the treasurer's account of the National Education Association for the current year as prepared by Wayne Kendrick and Company, certified public accountants of Washington, D. C., as of May 31, 1946.

The undersigned members of the Committee are satisfied that the records audited are accurate, complete, and in proper form.

(Signed) Flora Jane Macdonald

H. B. Freshley

Harriett E. Dobbins, *Chairman*
Auditing Committee.

I move the report be adopted.

(Motion seconded by *Frazer Banks* of Alabama, placed before the assembly for vote, carried, and Report of Auditing Committee declared adopted.)

President Schlagle: The next report on the agenda is the official report of the Committee on Budget. I will ask the chairman, *C. Marguerite Morse*, of Florida, to make the report . . . *Miss Morse*.

Miss Morse: I shall make the report of the Budget Committee. Your Budget Committee is composed of: *L. Frazer Banks*, Alabama; *D. Edna Chamberlain*, Louisiana; *Everett J. McIntosh*, Massachusetts; *John R. Rushing*, Washington; and your chairman.

This report has been prepared by your Budget Committee and presented to the Board of Directors, who accepted it on July 1.

(Highlights of printed report followed.)

Mr. President, I move the adoption of this report.

(Motion seconded by *Mr. Greer* of Alabama.)

President Schlagle: Is there any question or information you would like to have concerning this report?

Lester Nielson (Utah): I would like to ask the chairman of this committee concerning Item 32, the Educational Policies Commission . . . if that figure of \$50,314 includes the study of the all-American children that has been proposed by the Commission?

Miss Morse: That will come from the War and Peace Fund.

President Schlagle: Any other questions or information desired?

Miss Adams (Arizona): I should like to ask a question—page 6, International Relations under Item 34. Committees and Commissions . . . also Teacher Preparation and Certification—is there a sum to be allotted from some source for either or both of those items?

Miss Morse: If you will notice on the last item on that same column of \$45,000, the Executive Committee appropriates the money they need.

Miss Adams: May we have an idea of how much that will be?

Miss Morse: It is thought it will take about \$10,000.

Miss Adams: May I make a comment? This Budget no doubt has been carefully prepared and should receive a vote of confidence from the Delegate Assembly, but I should like to note one point which I think every delegate has in mind. Our sources of money from membership dues are far too small. I think we should logically see to it that next year the plan for increased dues is arranged on a generous basis, far more so than the one proposed this year.

I do not think that we can, for instance, secure enough money for teacher preparation and certification and draw into the profession capable people, recruit them, with \$10,000 as a possible total amount to work with.

At the Chautauqua the other day we decided the most essential thing before us, the emergency proposition, was to secure capable, intelligent teachers. That is the source of our present emergency situation. I think it is stupid to try to meet an emergency of this magnitude with \$10,000. I think that we are not meeting our responsibilities.

If the American teacher has at this time a mighty assignment with history, we had better keep it. We cannot possibly get along alone with energy, physical, mental, on the part of individual teachers. We must have enough funds for collective action. It seems to me it is high time the teaching profession advocated a dues of not less than \$10 per person per year on a graduated scale to go up to something comparable with dues from other groups and meet not only the peacetime funds need but that we logically provide for an emergency when it comes and sufficient support.

I don't see how the American people or the teaching profession can hope to change this world very much on a five-cent basis of support for things that ought to require thousands of dollars. I think if we are going to make this a God-fearing world instead of an atom-fearing world, we will have to supply all the resources of our brains and money to do it with and we should do that immediately, this being an emergency.

(Question called for.)

President Schlagle: The question has been called for. Is there any further discussion? If there is no other debate, there will be Roll Call by states—*Secretary Givens* will call the roll of states; the chairman of each state delegation will poll his or her state and report the vote "yes" or "no", those voting for the adoption of the report voting "yes" and those to the contrary voting "no."

Secretary Givens: I shall now call the Roll by states on the adoption of the budget. If your state delegation favors the adoption of the budget, the chairman of your delegation will answer roll call by saying "yes." If you oppose it, he will answer roll call by saying "no."

(Roll Call followed.)

Secretary Givens: Mr. President, the Roll is called. All states voted except Alaska, and Puerto Rico reported no vote; all other states except Delaware voted "yes" and Delaware voted in a language that was foreign to me—I could not understand it.

President Schlagle: The majority of states voting affirmatively, I declare the motion carried, and the Report of the Committee on Budget accepted.

The problem of teacher supply and demand has been an important one during and following the war period.

Ralph McDonald, Executive Secretary of the Department of Higher Education of the NEA will discuss "The Teacher Crisis."

(Mr. McDonald then read his paper. Copy of it will be found on page 77.)

Secretary Givens: We opened the meetings of the Representative Assembly with a Memorial Service, but while we have been meeting in Buffalo, two distinguished educators have left us. I wish to say a word about each at this time.

One of our great teachers, a distinguished educator, *William C. Bagley*, for many years a professor at Teachers College, since his retirement editor of *School and Society*; also, since we have been meeting here this week, one of our distinguished presidents of the NEA, a lady who presided at a great meeting twenty years ago this week in the city of Philadelphia, *Mary McSkimmon* of Brookline, Mass., a lady who gave her life to elementary education, to the education of small children, and who for many years gave unstinted service to the teaching profession and to this great National Education Association.

In tribute to *Mr. Bagley* and to *Mary McSkimmon*, president of the NEA in 1925-26, I suggest that we stand in one moment's silent tribute.

(The Delegates arose and stood in silent tribute.)

President Schlagle: In order that our records be complete, we have been approving all actions on all reports and addresses. I believe it would be fitting that we see that *Mr. McDonald's* address is written into the record, if you folks so wish, and I hear a motion from *Mr. Ivy* (Mississippi) that that be done—

(Motion seconded by *Mr. Jagers* of Kentucky, placed before the body for vote, and carried.)

President Schlagle: The report will be written into the records as approved.

The next order of business is the report of the Committee on Resolutions. This Committee made a preliminary report during the Second Business Session and is now prepared to make a final report of the Committee on Resolutions. *Mrs. Lila R. Marshall* of Texas, chairman, will make the report.

Mrs. Marshall: Copies of the Report of the Committee on Resolutions were placed in your hands yesterday. I trust you have studied the report carefully.

As was stated yesterday in the preliminary report, the Committee felt that certain minor revisions of the platform would be desirable at this time. You will find much of the platform content to be of value in your state and local organization work.

I wish to present first the entire platform as amended by the Committee, beginning on page 3 of the report. I shall read only the amended sections.

I. The Child

Every child, regardless of race, belief, economic status, residence, or physical handicap, should have the opportunity for fullest development in mental, moral, social, and physical health, and in the attitudes, knowledges, habits, and skills that are essential for individual happiness and effective citizenship in a democratic nation and cooperative world. As a means to this end, the Association advocates:

A. Enriched curricula that prepare the child for his cultural, vocational, recreational, social, and civic responsibilities in a democratic nation and cooperative world, and that take into account the interests, needs, and abilities of individuals.

C. Expansion of our physical fitness program which will help the child to understand the scientific basis of health, physical and mental, and to develop health habits. This will include instruction regarding the effects of alcohol and narcotics upon the human body and upon society.

D. Health services that will strengthen the effectiveness of individuals as citizens. The school should fight the evils of malnutrition, nervous tension, physical ailments, and lack of physical comforts by securing adequate food, clothing and medical care thru coordinated efforts of local, state, and federal agencies for children who are in need.

E. (Amended and changed thru editorial correction, discovered too late for printer's correction, as follows:)

Amendment of the Constitution of the United States to provide for the prohibition of child labor.

F. (new).

The improvement and strict enforcement of school attendance laws.

Old "F" changed to

G. (amended to read as follows)

The right to unfettered teaching, which will aid the child to adjust himself to his environment and to changing social conditions thru the development of habits of sound thinking. The fundamental principles of American democracy and world cooperation demand that students be informed concerning controversial issues.

"G" changed to H. Systematic programs of vocational and educational guidance, vocational placement, and follow-up, in charge of competent persons especially equipped for the work.

"H" changed to "I" and amended to read as follows:

Unified community recreational programs that lead toward physical and mental health, effective citizenship, and constructive use of leisure time.

I move the adoption of Article I of the Platform, amended as read.

(Motion seconded by *Glenn Moon* of Connecticut.)

President Schlagle: The question is, shall the platform as amended, Article I, Sections A, C, D, F, G, H, and I be adopted as amended.

(Motion then placed before the body for vote, carried, and Article I, Chapters A, C, D, F, G, H, and I declared adopted as amended.)

Mrs. Marshall:

II. THE TEACHER

Section A. (amended to read as follows:) Teachers of sound character and good health, with high civic ideals, who have been effectively prepared for the service which they are to perform. Their preparation should provide rich cultural background, adequate professional training, thoro knowledge of subjectmatter, and a well-developed social consciousness.

I move the adoption of Article II, amended as read in Section A.

(Motion seconded by *Mr. Moon.*)

President Schlagle: The question is, shall the platform as amended in Article II, Section A be adopted as amended?

(Motion then placed before the assembly for vote, carried, and Article II Section A as amended declared adopted.)

Mrs. Marshall:

III. THE ADULT

A. Adult education that enriches the cultural aspects of life, prepares for parenthood, provides opportunity to develop personal talents, and emphasizes the responsibilities of democratic citizenship.

(subsection 1 amended to read as follows:)

1. The existence of widespread illiteracy in the United States presents a grave problem and an insistent challenge to both laymen and teachers.

(Section B, amended to read as follows:)

B. Unified recreational programs that will promote physical and mental health while training in the use of leisure time activities.

I move the adoption of Article III as amended.

(Motion seconded by *Mr. Moon.*)

President Schlagle: The question is, shall the Platform, Article III Sections A and B as amended, and subsection 1, under Section A, be adopted?

(Motion then placed before the assembly for vote, carried, and amendments as outlined above declared adopted.)

Mrs. Marshall:

IV. ORGANIZATION

A. The federal government should study, stimulate, and support education in the interest of a high type of citizenship.

B. (2) Each state should provide for a system of free schools, beginning with the nursery school and extending thru the university, a full year of not less than one hundred and eighty days in school, and class enrolment not to exceed thirty, with special attention to groups of exceptional children, and with provision for adult education.

C. (4) School budgets should be prepared by the school superintendent and his staff and adopted by the board of education.

I move the adoption of Article IV, Section A, subsection 2 under B and subsection 4 under C, amended as read.

(Motion seconded by *Mr. Moon.*)

President Schlagle: The question is, shall the Platform as amended, Article IV, Section A, subsection 2 under B and subsection 4 under C as amended be adopted?

(Motion for adoption then placed before the assembly for vote, carried, and Article IV, Section A, subsection 2 under B and subsection 4 under C as amended declared adopted.)

Mrs. Marshall:

V. FINANCE

B. (2) Special federal funds should be made available without federal dictation to prevent the interruption of education in devastated areas when widespread disasters occur.

C. Amended to read as follows: Each state should provide for the support of a complete system of free schools from public funds. The tax base should be broadened to include other sources of revenue besides real and personal property.

G. A continuing program of enlightenment of the public, pupils, and teachers regarding the financial needs of the schools.

I move the adoption of Article V as amended in subsection 2 under B and sections C and G.

(Motion was seconded by *Mr. Moon.*)

President Schlagle: The question is, shall the Platform as amended in Article V, subsection 2 under B and sections C and G as amended be adopted?

Martin L. Wilson (New York): I hold in my hands copies of last year's Platform and of this year's and I think there has been a change in the introduction to Article V. I notice that change was not read. I think that is an oversight.

President Schlagle: She stands corrected and she will also read it at this time before I pass on the motion.

Mrs. Marshall: The chairman stands corrected on Article V. It was amended to read as follows:

V. FINANCE

A complete program of adequate educational opportunities in all sections of the various states is essential to abundant living, to national security, and to the survival of world civilization. To achieve this program thru combined liberal support from national, state, and local sources the Association advocates:

I move the adoption of Article V as amended.

(Motion seconded by *Mr. Moon*.)

President Schlagle: The question is, shall the Platform as amended in the preamble to Article V, subsection 2 under section B and sections C and G as amended be adopted?

(Motion then placed before the assembly for vote, carried, and amendments as stated declared adopted.)

Mrs. Marshall:

VI. PUBLIC RELATIONS

(Amended to read as follows:)

C. Systematic interchange of professional knowledge, visits, and conferences thru international organization and world education associations.

(The deletion of Section E in the Platform, adopted in 1944, its content being partially incorporated in:)

D. Teaching children the truth about war, its cost in human life and ideals, and in material wealth; the persistence of war in the history of all nations, the danger of its recurrence, and the need for effective international co-operation if future wars are to be avoided.

I move the adoption of Article VI as amended.

(Motion seconded by *Mr. Moon*.)

President Schlagle: The question before the assembly is, shall the Platform as amended in Article VI, Section C and D as amended be adopted?

(Motion then placed before the body for vote, carried, and Platform as stated above declared adopted.)

Mrs. Marshall: Mr. President, I move the adoption of the entire platform as amended.

(Motion seconded by *Mr. Moon*.)

President Schlagle: The motion is that the Platform of the NEA as amended be adopted.

Calvin Stanley (Connecticut): I want to know how it is proper to suggest a change of word, one word, in this Platform. Is it proper to do it at this time? I want to know whether I am in order. It is on page 5, substituting in the second line at the top of the page, "schoolboards" for "school administration."

President Schlagle: *Mr. Stanley* asks permission to make a substitution in the second line on page 5 (subsection 2 under C, Article II. The Teacher), "schoolboards" instead of "school administrations."

This calls for the unanimous consent of the assembly.

(Vote then called for. An objection recorded. Request for permission to make substitution declared out of order.)

President Schlagle: The question is on the adoption of the Platform of the NEA as amended.

(Motion then placed before the assembly for vote, carried, and NEA Platform declared adopted as amended.)

Mrs. Marshall: Before presenting the new resolutions prepared by the Committee for this year, I want to express to the entire Committee my most sincere appreciation for their splendid support and wholehearted cooperation.

We shall consider the resolutions one at a time, beginning on page 9 of the Committee's printed report:

1. UNITED NATIONS. The National Education Association urges all educational institutions to provide at once for systematic study of the structure and work of the United Nations, as a part of citizenship education, giving special attention to methods proposed for enabling the United Nations to deal more effectively with the scientific, economic, and social developments which affect the peace of the world.

I move the adoption of this resolution.

(Motion seconded by *Mr. Moon*, placed before the assembly for vote, carried, and Resolution No. 1 declared adopted.)

Mrs. Marshall:

2. UNESCO. The National Education Association calls upon the Senate to complete the legislation necessary for the participation of our country in the United Nations Educational, Scientific and Cultural Organization. The Association requests the Department of State to include qualified representatives of public education in the United States Delegations to the General Conferences of UNESCO. The Association asks all United States representatives to UNESCO to work for the appointment of an educational statesman of the highest type as Director-General of the Organization, and to stress education for world citizenship as its primary educational aim.

I move the adoption of this resolution.

(Seconded by *Mr. Moon*, placed before the body for vote, carried . . . Resolution No. 2 declared adopted.)

Mrs. Marshall:

3. NATIONAL PREPAREDNESS. The National Education Association believes in adequate preparedness for the preservation of our national security. Such security rests upon the physical vigor, scientific knowledge, technical skill, civic responsibility, and military competence that reside in our citizens. To this end the Association urges the continuation and expansion of educational programs in these areas, and it calls upon the Congress to take immediate steps to determine the security needs of our nation and to adopt such measures as will properly satisfy these needs.

I move the adoption of this resolution.

(Motion seconded by *Mr. Moon*.)

President Schlagle: The motion before the house is the approval of Resolution No. 3, as read. I recognize *Mr. Tuggey*.

Howard B. Tuggey (New York): The editing committee of the Resolutions Committee, which is in reality the Core Committee of the Resolutions Committee, wish me to present to you one amendment. We propose this amendment because of the indefinite nature of our Association policies in relation to the question under discussion.

We propose this amendment because of the confusion which has arisen during the past two years during which this Delegate Assembly has not had a chance to express its sentiments. We offer this amendment in order that it may help us to compose our common minds. I propose to amend by the addition of one sentence: The intent of this resolution shall be the accepted policy of the NEA.

I move the amendment.

(Motion seconded by *W. L. Van Loan* of Oregon.)

President Schlagle: The question is on the adoption of amendment to Resolution No. 3.

Mr. Ivy: Your Legislative Commission, thru its Core Committee, has been attempting for two years or more to represent your intents in your resolutions and in your Platform. We will be pleased to accept this specific definition of your intent on this subject and it will most assuredly have our hearty cooperation and support as exponents of your legislative policy. I trust you will support the amendment.

President Schlagle: Does anyone else wish to speak? If not, the question before the Delegate Assembly is on the adoption of the amendment, that the intent of this resolution shall be the adopted policy of this organization.

(Motion on the amendment then placed before the body for vote, carried, and amendment declared adopted.)

President Schlagle: Now the question before the Delegate Assembly is Resolution No. 3 as read and amended.

Any discussion?

Mrs. Agnes Hallock (New York): My question is the meaning of the words "military competence" and the meaning of "to adopt such measures as will properly satisfy these needs."

Mr. Moon: As secretary of the Committee, it is a pleasure for me to attempt to answer the question. The question is in two parts. I will take the first part first. Military competence, to the Committee, means all of the physical, mental, technical or military skills which are required to wage war effectively in our defense.

The second question is on the meaning of what we mean by measures which will properly satisfy our defense needs. The answer to that, in the minds of the Committee, is simply this: The prime concern of the Committee was that nothing be left undone to preserve the security of our land and our people. Whatever our security requires, the Committee believes should be done. It is also the view of the Committee that those who oppose any reasonable defense measures of whatever nature are dangerously limiting the power of this country to defend itself.

Mrs. Hallock: Does that include compulsory military training which we said yesterday we did not want?

Mr. Moon: The only answer I can give is that it includes whatever is necessary to defend this country.

Mr. Raver (Maryland): Representing the Maryland delegation, may I ask that the sentence the gentleman just stated be included as an amendment to this resolution, to clarify the question which the lady from New York has raised?

President Schlagle: It will have to be added as another amendment; you will have to add a second amendment.

Mr. Raver: Then, sir, I propose this as an amendment to the resolution as amended. Will the gentleman state it for me, please?

Mr. Moon: It includes whatever measures are necessary to defend this country.

Mr. Raver: I so move.

Seconded by *Mr. Stanley* of Connecticut.

President Schlagle: The question is now on the adoption of the second amendment as presented to the Delegate Assembly.

Mrs. Lindlof: It seems to me that as representatives of the educators of the nation, we should be able to go before the public and have them believe that we have logical minds. We have on two successive occasions during this convention voted opposition to compulsory military training. Now, I maintain that by putting in the intent of this resolution, "shall be the accepted policy of this Association," we need not and should not accept compulsory military training. Surely we have thought enough on that question before we arrived at this convention and by our actions at this convention opposing military training, to know what we were doing.

Shall we now turn a somersault by putting in compulsory military training in this resolution? I believe that the intent should be what we have applauded in various reports and in various speeches made before this convention.

At the meeting last night *Representative Mundt* spoke most emphatically in favor of education as a solution to our problems, that force cannot do it. *Mrs. Rohde*, I believe, said the same thing. That inspiring report, one of the most dynamic at this convention, made by *Mr. McDonald* this morning, certainly should have convinced us if we were not already so convinced that we as educators must convince the world that not force, not might, but right thru the education of our youth and our adults is the way to preserve peace in the world. Let us set the example that we ought to set, let us let the people know that we believe and we intend to put into effect this kind of education—that we want all our people to rely on education as the method to bring everlasting peace in the world.

Mr. Myers: The intent of this resolution obviously is to commit this Delegate Assembly by indirection to a policy favorable to universal military training in peacetime, something that we clearly indicated by an overwhelming majority we were against on yesterday.

The proponents of that measure, peacetime military training, know they cannot pass it directly; they are here resorting to a legislative trick. All that is needed to assure the country that we believe in adequate preparedness and in all measures necessary to it is in the resolution without this second amendment.

I want to say that I think there is something questionable about delegates coming here to try to impose on this body the particular philosophy and beliefs of the other body that they really are representing here, instead of education. I have no right to come here and impose or try to impose upon this body the beliefs of whatever other organization I happen to belong to.

I want to urge that we repudiate this amendment. If we don't, there will be another crippling amendment and we will be committing ourselves to something we have no intention of committing ourselves to.

President Schlagle: I recognize *Mr. Moon*.

Mr. Moon: May I ask the gentleman who just left the floor a question?

President Schlagle: *Mr. Myers*, will you submit to a question?

Mr. Myers: Yes, sir.

Mr. Moon: I understand, *Mr. Myers*, that those who are presenting the proposals embodied in Resolution No. 3 are representing other groups than education, according to your statement? Am I correct?

Mr. Myers: You are correct in thinking that I believe that we are here being urged to adopt something that will make the American Legion feel good. I want the American Legion to feel good, we need the friendship of the Legion and I hope they need ours, but I think that they have no right to come here to try to get us to do something other than what we believe is the right thing to do.

Mr. Moon: Now that that question is established, I would like to put one further question. I am wondering if the speaker means specifically that the Resolutions Committee is representing the American Legion? Yes or no?

Mr. Myers: I am not going to say yes or no. I am going to answer the question: No, I do not think the Resolutions Committee is representing the American Legion. I am for the resolution of the Resolutions Committee; I am against these amendments that the Resolutions Committee never put in here at all.

Mr. Stanley: We are now dealing with one of the most fundamental and crucial problems facing this Representative Assembly and this nation. Truly, I represent another body, the American Legion, and I make no apologies for that representation of three million red-blooded Americans who went out some twenty years ago to defend what we hold dear in this country.

I am a teacher and had been before that conflict and ever since, so I belong to this body, too, and in this democratic society of ours, I have a right to represent myself or any other organization, but for the life of me, I cannot see why we educators cannot be realistic. Why do we always have to stick our heads in the sand like the ostrich?

I wonder what those fifteen million red-blooded young men and women thought of what they got in our classrooms after World War I? We started off with this business of objecting to any military establishments, we scrapped our armies and

our navy and we cut the budget, we saved money; we became, in this organization, if you please, out and out pacifists and we entered a great world conflict totally and wholly unprepared as we entered the first, learning absolutely nothing.

Now, it seems to me if we are intelligent human beings, and we claim to be, that we would profit by our experience. After you listen to someone who was in Russia, someone in our National Congress, after the lecture last night, I hope all that gentleman said is not so, but remember wishful thinking and hoping and appeasement does not settle these matters . . . I really believe there are two great systems of government in this world and that there is a conflict between these two great systems and that we dare not be unprepared until these conflicts are solved. If it takes compulsory military training, let's have it; let's have whatever is necessary.

As one who has had military training, I can assure you it hurts no one. It makes a better man or a better woman out of anyone to have discipline and learn that certain things must be done in a certain way at a certain time.

I thank you.

President Schlagle: I recognize *Mrs. Marshall*.

Mrs. Marshall: As to the position of the Committee on Resolutions, I wish to re-read a policy that was read to the Assembly yesterday, which said:

It is the policy of the Committee on Resolutions to endeavor to express the current thought of a majority of the members of the Delegate Assembly. However, the Committee aims to be a leader in the formulation of educational policies.

The thought of the Committee in formulating this resolution, I am sure, was to provide for whatever training might be necessary for adequate defense of this country if a program of compulsory military training was deemed necessary; the Committee felt that it would be up to the NEA to see that the type of program they desired be established.

President Schlagle: I recognize *Mr. Sewell*.

Edw. G. Sewell (California): When Patrick Henry made his immortal "Give Me Liberty or Give Me Death" speech, he made another statement not as exceptional, but one that should be just as deeply inscribed in the minds and hearts of the American people as the climax of his famous speech. He said, "I have but one lamp by which my feet are guided, and that is the light of experience. I know of no way of judging the future but by the past." That is the only guide that I have for my feet, also. I know no way of judging the future but by the past, and judging by the past, how can we be sure that education alone will stop war? It never has in the past and I wish to God I could believe that it would now, because I did not like war; I was in it. I am of the fraternity of the Shot-at-and-Missed. I was one of those who was lucky enough to get back and I brought with me a knowledge that when you are meeting a man who is determined to plunge a bayonet thru you, the knowledge of an algebraic equation is not going to save your life, and when it is necessary for you to advance over terrain under hostile fire, the ability to translate a Latin sentence is not going to keep you from getting shot.

We must have training in the things that we are going to need. This resolution and the amendments thereto do not specify what that training shall be. It leaves to the body charged by the American people with the responsibility for protecting this country the responsibility of deciding the type of training and amount of training needed. Upon the shoulders of the Congress of the United States rests that responsibility and the recommendation should come from those who have had experience.

I don't think I need to say more. I think if you will exercise your God-given power to think you will realize that this resolution places squarely upon the Congress the responsibility which is theirs and binds us to follow, as patriotic organizations should, the decision that is finally reached by the representatives of our people.

Walter S. Albertson (Illinois): Inasmuch as the motive back of the amendment has been questioned and inasmuch as I had some responsibility for suggesting the amendment to the Resolutions Committee, I should like to explain the reason for the suggestion. On Thursday morning we approved the report of the Defense Commission and in the report, Item 7, they state the following:

The Defense Commission has been active in the fight against passage of legislation for universal military training in peacetime. We expect to continue this fight against peacetime conscription until it is decisively and finally completed.

This morning we are considering a resolution relative to national preparedness. I feel that the resolution being considered, as printed, is contradictory with the statement of the Defense Commission and it seems to me as a Delegate Body, that we should clarify our policy relative to national preparedness so that we may leave this meeting with one clearly defined policy which we may report back home.

I question that any individual feels qualified to determine the particular measures that will satisfy the security needs of our nation. I feel that the resolution is the stronger position for this assembly to adopt. I feel that by the adoption of the amendment, we offer a directive to the committee, the Defense Commission, which they are compelled to follow, just as has been indicated the Legislative Commission intends to follow. There is no vested interest, as far as I am concerned, back of the suggestion. It is merely an attempt to determine a clearly defined policy relative to national preparedness and not leave this meeting with inconsistency in our decisions.

President Schlagle: We have been getting away from our amendment. Let's confine ourselves strictly to the discussion of the amendment to this resolution. We are discussing the amendment. You have heard the resolution read as printed and it has been amended and this amendment reads as follows—the second amendment is added on and it reads as such: By such measures the Association means whatever measures as are necessary to defend this country.

Mrs. Hallock: Could we have the entire resolution read so we can see how it will sound in its entirety?

President Schlagle: Yes.

Resolution 3. National Preparedness. The National Education Association believes in adequate preparedness for the preservation of our national security. Such security rests upon the physical vigor, scientific knowledge, technical skill, civic responsibility, and military competence that reside in our citizens. To this end the Association urges the continuation and expansion of educational programs in these areas, and it calls upon the Congress to take immediate steps to determine the security needs of our nation and to adopt such measures as will properly satisfy these needs.

This amendment was added:

The intent of this resolution shall be the accepted policy of the NEA.

This amendment has been proposed to this:

By such measures the Association means whatever measures as are necessary to defend this country.

Mildred McCormick (Louisiana): Is this contradictory to the resolution passed? When we passed a resolution opposing compulsory peacetime military training, are we opposing it even if it is necessary for adequate preparedness for the preservation of our national security?

(repeating) My point of information is, when we passed our resolution opposing compulsory peacetime military training, are we opposing it even if it is necessary for adequate preparedness for the preservation of our national security? Does that make it contradictory to this resolution?

Mrs. Marshall: In the minds of the Committee on Resolutions, I would say yes.

Miss McCormick: Thank you.

President Schlagle: I now recognize Mr. Wamsley.

Mr. Wamsley: I know the hour is late and I am not here to be involved in any controversy. You were very courteous to me and I want to assure you definitely that this is not a fast one being put over by the American Legion. The American Legion, as I told you yesterday, is interested, but I am also an NEA member, I do have to work for a living, and my job is in the educational field.

I am interested in one NEA, an NEA that is united on a good, strong program. I am very pleased with the original proposition. I liked the first amendment. I am not asking you to come out, perhaps, for universal military training which apparently some of you interpret this to mean, because I realize that many of you are not of that thought. I would not, however, like to come out against universal military training.

Let's be practical realists and pass something on to our Executive Committee, who will control our destinies, and with this resolution which supersedes everything, they also can determine a policy to keep this nation ever strong. That is what I would like to see definitely developed. We are interested in relationships with other nations, but I had a little different impression of *Karl Mundt's* talk than the young lady who spoke about it before. He spoke to us about a nation that was on the march and was using the military force to capture lands.

I feel if we are working against worldwide conscription we must start at least on a worldwide basis. I am for a united NEA. I am very pleased with the original proposition and also the first amendment. I don't construe the second amendment as interfering, I hope, or advocating universal military training because I think maybe your legitimate plan is first try the volunteer method and if that does not work, then maybe continue selective service, but I do feel that we do want to call upon military training if it is deemed necessary for the defense of our nation.

Robert Hannelly (Arizona): I am sometimes concerned in this Delegate Assembly and in the state assemblies as to just what is a resolution. It seems to me that there is not much difference between Thursday afternoon and Friday morning in stating our policy. Yesterday afternoon, if I recall correctly, when the Legislative Commission made its report, we adopted a certain policy with regard to national preparedness and compulsory military training. We argued it at great length. A number of the same speakers have appeared this morning and I would like to suggest that we not rescind our action of yesterday. That was clear.

Now, would it not be possible to say that we did the job yesterday unless we want to reconsider and I am suggesting, I am not sure about where we are in the parliamentary procedure on this, but I am suggesting that we substitute for this resolution and these amendments the statement which we adopted yesterday... I say I am suggesting that. The statement made yesterday was worked out very carefully by the Executive Committee of the Association; it is a much more complete and detailed statement; it does cover national preparedness and the other aspect of it in which we are interested, universal military training. I am not sure just how this Delegate Assembly can bring it about, but if there is any parliamentary way, why not accept that more complete statement which you voted for overwhelmingly yesterday.

Archer L. Burnham (Nebraska): I think since I have come up here, that the situation has resolved itself and I won't bother you with anything further except to say that any definition of compulsory military training, too many of us are thinking of the old-time compulsory military service that might be dominated by the Army. If there is compulsory military service implied in this situation, I could only agree to it, as a Legionnaire, that it would be in the hands of something more than the Army; that compulsory military service might involve such things as any doctor who takes a degree in medicine must have taken military medicine, any engineer must have been asked and must take something in military engineering.

If the definition of my Legionnaire friends restricts itself solely to compulsory military training by every individual only in training for marching under fire, then I am against that sort of thing. I believe that it is more universal and broader

and I think *Mr. Myers* since I have discussed it with him has the answer to all the questions we have in point.

President Schlagle: We have had a lot of oratory here and whether we want to put on a vote to stop debate . . . we have persons up here on the platform who wish to speak and if it is agreeable to the assembly, I will ask one for and one against to close the debate.

Mr. Raver made the motion—I will ask him to close the debate. If I hear no objection to that, I will proceed accordingly—one for and one against.

Mrs. Hallock: I move this resolution and amendments be laid on the table.

(Motion seconded by *Edw. Stauterman* of N. Y.)

President Schlagle: I will have to rule if that motion prevails that the entire section is laid on the table.

Mrs. Hallock: The resolution and its amendment were in the motion.

President Schlagle: You are moving that we lay Resolution No. 3 on the table in its entirety.

Mrs. Hallock: That is right.

President Schlagle: The question is, shall we lay Resolution No. 3 with its amendments and proposed amendments on the table. The motion is to lay on the table.

Delegate: Is a substitute motion in order?

President Schlagle (after conferring with the Parliamentarian): No, it is not.

Miss Samuelson: As a point of order, will you explain what that will do?

President Schlagle: Yes. There is a motion before the Assembly to lay on the table this amendment that has been proposed and our Parliamentarian rules that if this motion prevails, the entire section goes with it and it would be ruled out—all of section 3 or resolution No. 3.

(Motion then placed before the body for vote—overwhelming majority voted “no” and the motion was declared lost.)

President Schlagle: I suggested that we close this debate with one person speaking for and one against the motion. I will now proceed. I recognize *Mr. Myers* of New York.

Mr. Myers: I have discussed this matter with *Brother Wamsley* of the American Legion. I want to say to you that we are agreed that the most constructive thing we could do in the interest of getting action satisfactory here is to vote down the amendment before us and then vote the resolution as amended. That is what I recommend to you and *Brother Wamsley* agrees.

President Schlagle: We will now close the debate. I will recognize *Mr. Raver* of Maryland, the proposer of the amendment.

Mr. Raver: I am not here to answer any accusation unsupported by facts. I am not here to apologize for making the amendment. I wish simply, Mr. President, to call our attention to the intent and purpose of this amendment. There was a question asked by the lady as to the meaning of the term, military competence, and there seemed to be some question in my own mind as to what it meant.

The gentleman who spoke in answer to her gave an answer that there be no confusion about the policy of our national defense. It seemed to us that the inclusion of this statement in this resolution should be made to clarify that confusion.

Now, we all want to be consistent but we, as speakers, want to speak clearly. We therefore moved this amendment in order to clarify this confusion. It does not seem to us inconsistent with our action taken yesterday on compulsory military training. Thank you.

President Schlagle: The question is, shall this amendment be adopted . . . all in favor of this motion, signify by saying “aye,”—opposed, “no.” . . . The noes have it and the motion is lost. Now, the question is the adoption of Section 3 as amended.

(Motion by *Mr. Briscoe* to adopt Section 3 as amended.)

President Schlagle: It has been moved and seconded.

(The motion was then placed before the body and carried . . . Section 3. National Preparedness of the Report of the Committee on Resolutions was declared adopted as amended.)

President Schlagle: You folks have been very patient. Unless there is objection, we will cease deliberations and begin at this point promptly at 2 o'clock.

There is just one thing before you go—there is voting going on today and I hope no one will fail to cast his ballot.

(Meeting then adjourned at 12:30 noon.)

SIXTH BUSINESS SESSION

FRIDAY AFTERNOON, JULY 5, 1946

President Schlagle called the Assembly to order at 2:00 p.m.

President Schlagle: The Sixth Business Session will now come to order. I declare a quorum present.

Before continuing with the consideration of the Report of the Resolutions Committee, I want to bring to your attention that the polls close at 3 o'clock. Those who have not voted, I hope you will do so before that time.

We will now proceed and continue our order of business of this meeting, i.e., consideration of Paragraph 4 of the Report of the Resolutions Committee. I will now turn the "mike" over to the chairman of the Committee on Resolutions, *Mrs. Marshall*.

Mrs. Marshall: We are now ready for the consideration of Resolution No. 4 on page 9 of the Committee's Report:

4. VETERANS. The National Education Association acknowledges the debt of all Americans to the men and women who have served and are now serving in the armed forces of our nation, and above all to those who gave their lives in our behalf. The Association pledges to those who have returned and are yet to return our unremitting effort to understand their problems, and offers them assistance in adjusting to peacetime living.

The National Education Association commends all returned veterans who are actively and seriously contributing to the solution of our country's problems.

The National Education Association recognizes the existence of pseudo-vocational schools which offer specialized training to veterans and recommends that each state or district establish responsible accrediting agencies to safeguard the veteran from exploitation. The National Education Association commends the United States Armed Forces Institute and cooperating agencies for developing standards of evaluation for military service and war training.

I move the adoption of Resolution No. 4.

(Motion seconded by *Mr. Moon*. No discussion offered. Placed before the body for vote, carried, and Resolution No. 4 declared adopted.)

Mrs. Marshall:

5. FEDERAL INCOME TAX EXEMPTION. The National Education Association advocates that the Federal income tax law be amended so that exemption from Federal taxation be made uniform on all retirement allowances.

I move the adoption of Resolution No. 5.

(Motion seconded by *Mr. Moon*.)

Lillian Broderick (New York): Resolution No. 5 is fine as far as it goes, but it does not go far enough. I am in favor of expressing our advocacy in actionable form. We feel that in so doing we will be contributing to a constructive advance in mental hygiene for teachers and in emotional stability for children, because we cannot expect cool, calm deliberation upon departments of the classroom while so many of our teachers are worried about old age insecurity.

Statistics show that the vast majority of our teachers retire on allowances substantially less than the present legal retirement ceiling under the income tax law.

Therefore, I move as an amendment to Resolution No. 5, that we add the following, continuing right after the resolution:

and that this Representative Assembly instruct the officers of the NEA promptly to take such action as is necessary to prepare and sponsor such an amendment and actively to press for its enactment into law.

(Seconded by *Mr. Senger* of Ohio.)

President Schlagle: There is an amendment proposed to Resolution No. 5 which reads as follows, to be added to this:

... and that this Representative Assembly instruct the Officers of the National Education Association promptly to take such action as is necessary to prepare and sponsor such an amendment and actively to press for its enactment into law.

There is a motion before the house and a second by *Mr. Senger*.

Mr. Senger: I think that we are nearly all agreed upon this. The substance of No. 5 has been approved a number of times in this assembly. It was approved upon the occasion of the report of the Retirement Council; it was approved yesterday on the occasion of the Report of the Legislative Commission.

What we want is, if possible, more immediate action. We do not want it to be hugged to our bosom until it dies for lack of air.

Mrs. Marshall: The amendment as offered is agreeable to the Editing Committee on Resolutions.

(Motion on amendment then placed before the body for vote, carried, and amendment as stated above declared approved.)

President Schlagle: Now, the question is the approval of the resolution as amended.

(Motion on approval of resolution No. 5 as amended then placed before the assembly for vote, carried, and Resolution No. 5 declared adopted as amended.)

Mrs. Marshall:

6. HUMAN RELATIONS. The National Education Association believes that American democracy must be based on equal rights and obligations of all citizens irrespective of race, religion, or economic condition. To this end the Association favors a school program and procedure for each teacher and student designed to eliminate prejudice and discrimination, and to promote democracy and intercultural education.

I move the adoption of this resolution.

(Motion seconded by *Mr. Moon*.)

President Schlagle: The question is on the adoption of Resolution No. 6 as read and seconded. Any discussion?

(No discussion offered, motion placed before the assembly for vote, carried, and Resolution No. 6 declared adopted.)

Mrs. Marshall:

7. CONSERVATION EDUCATION. Believing that the continuing prosperity of this nation and the adequate support of public education are dependent upon the wise use of our natural resources, the National Education Association urges further research to determine proper content, classroom techniques, and teacher training essential to a successful program of conservation education in all our schools.

I move the adoption of this resolution.

(Motion was seconded by *Mr. Moon*, discussion called for, none offered, placed before the assembly for vote, motion carried, and Resolution No. 7 declared adopted as read.)

Mrs. Marshall:

8. FEDERAL RELATIONSHIPS TO PUBLIC EDUCATION. The National Education

Association advocates the passage of legislation which will provide adequate financial support of education thru regularly established educational agencies. To this end the following federal financial assistance is proposed:

a. Federal aid to equalize educational opportunity should be distributed thru existing state agencies.

b. Since a billion dollars a year is required for the next ten years to provide adequate school housing, federal aid thru existing state agencies should be provided to assist the states in meeting immediate housing needs, and funds should be made available to survey building requirements.

c. Federal payment should be made in lieu of loss of local taxes on state and local lands acquired for federal usage.

d. Federal aid to establish and maintain nursery school and child care under state or local educational units should be made available.

I move the adoption of this resolution.

(Motion seconded by *Mr. Moon*.)

President Schlagle: The question before the Delegate Assembly is on the adoption of Resolution No. 8 with the subdivisions as printed.

(Motion then placed before the house for vote, carried, and Resolution No. 8 declared adopted.)

Mrs. Marshall:

9. EDUCATION AND YOUTH. The National Education Association, in order to discharge its obligation to all American children and youth recommends that:

a. State and federal funds be supplied to make it possible for local educational authorities to attain the following objectives:

1. To provide adequate educational opportunity for all.

2. To improve educational programs and to enrich curriculums so as to attract and hold all pupils of school age.

3. To provide a system of scholarships by which young men and women of high capabilities may secure advanced training.

4. To provide an all year educational program.

b. Further steps be taken to coordinate the educational programs of all community agencies.

c. Increased emphasis be placed on character training, including the moral and spiritual aspects of education.

I move the adoption of Resolution No. 9.

(Motion seconded by *Mr. Moon*.)

President Schlagle: The question is on the adoption of Resolution No. 9 and its various sections as printed.

(No discussion offered, motion placed before the assembly for vote, carried, and Resolution No. 9 declared adopted.)

Mrs. Marshall:

10. RECRUITMENT OF TEACHERS. The National Education Association recognizes the emergency existing today from a shortage of two hundred thousand teachers and realizes that effective teaching demands recruitment of individuals with the best personal and scholastic abilities. The Association therefore recommends that high schools, institutions of higher learning, and lay and professional groups extend their influence to set up scholarships for teacher education, thus encouraging youth of marked ability to enter and remain in the teaching profession. The Association recommends further that professional standards be maintained thru institutional and in-service training with special emphasis on professional ethics.

The Association urges that the issuance of emergency certificates be rapidly discontinued and that competent teachers holding emergency certificates meet in full the requirements for standard certification as soon as possible. The Association recommends that certification be made reciprocal between states in order to facilitate the employment of teachers.

Realizing the effect of adequate salaries in the recruitment and retention of competent teachers, the Association recommends schedules providing for higher minimum and maximum salaries.

As a further means of attracting and retaining efficient teaching personnel, the Association recommends that cumulative sick leave be provided thru legislation.

I move the adoption of this resolution.

(Motion seconded by *Mr. Moon*.)

R. W. Corr (Maryland): The Maryland delegation has considered carefully this resolution. We, in general, agree with it. However, there is one paragraph we wish to point out for the consideration of this general assembly; that is paragraph 5. The Maryland delegation feels certification requirements differ so greatly that this section of the resolution is not now practical. As *Mr. McDonald* so ably pointed out this morning, some states require a bachelor's degree for a certificate, while others issue certificates on two years of preparation.

Some states require evidence of continued professional growth for certificate to remain in force, while other states issue life certificates. We feel that before certificates can be made reciprocal the requirements for certification need to be equalized. We feel that there is a definite need for raising the standards.

We, therefore, offer the following amendment to Resolution No. 10, in place of paragraph 5, we urge the substitution of the following:

The Association recommends that national standards be established for certification and that certificates issued on the basis of like training then be made reciprocal between states in order to facilitate the employment of teachers.

(*Helen Holt* of California seconds.)

President Schlagle: The question is on the substitute motion, which is as follows:

The Association recommends that national standards be established for certification and that certificates issued on the basis of like training then be made reciprocal between states in order to facilitate the employment of teachers.

Is there any discussion?

Mrs. Marshall: The amendment as offered is agreeable to the Editing Committee on Resolutions.

President Schlagle: Any further discussion? If not, then the question before the Delegate Assembly is on the substitute motion.

(Motion then placed before the assembly for vote, carried, and amendment declared adopted.)

President Schlagle: Now the question is on the adoption of No. 10 as amended.

Elmer Collins (West Virginia): I would like to make an amendment to paragraph 2, inserting two words, "elementary schools." I will read it with the insertion:

The Association therefore recommends that elementary schools, high schools, institutions of higher learning—

If we are going to decide that only the high schools and institutions of higher learning influence the recruitment of teachers, surely we are making a mistake. It has been said that you must begin with the grandmother of persons to get the proper reaction in this day and age, so if we can do something in the elementary school to get this recruitment of teachers, we shall have done a great service.

Therefore, I move that we amend this second paragraph by inserting the two words, "elementary schools."

(Motion seconded by *Winona Montgomery* of Arizona.)

President Schlagle: The question is on the adoption of the amendment to paragraph 2, inserting the words, "elementary schools," after the word "that" in the first line.

Mrs. Marshall: The Committee on Resolutions accepts that amendment.

President Schlagle: Any further discussion? All in favor of the amendment to paragraph 2, which will read as follows:

The Association therefore recommends that elementary schools, high schools, institutions of higher learning, and lay and professional groups extend their influence to set up scholarships for teacher education, thus encouraging youth of marked ability to enter and remain in the teaching profession.

(Motion then placed before the assembly, carried, and amendment declared adopted.)

President Schlagle: The question now is on the adoption of paragraph 2 as amended.

(Motion then placed before the body, carried, and paragraph 2 declared adopted as amended.)

President Schlagle: Now the question is on the entire Resolution No. 10 as amended.

(Motion then placed before the assembly for vote, carried, and Resolution No. 10 declared adopted as amended.)

Mrs. Marshall:

11. Appreciation. The National Education Association appreciates the hospitality and courtesies extended by the organizations and citizens of the State of New York and the City of Buffalo who have contributed to the success of its 1946 Convention. The Association is especially indebted to the Press and to the Broadcasting Companies for their friendly cooperation and assistance.

I move the adoption of Resolution No. 11.

(Motion seconded by *Mr. Moon*.)

President Schlagle: The question is on the adoption of Resolution No. 11.

(Motion placed before the delegates for vote, carried with unanimous vote, and Resolution No. 11 declared adopted.)

Mrs. Marshall: Mr. President and members of the Representative Assembly: I move the adoption of all the resolutions from No. 1 thru 11 inclusive as amended.

(Motion seconded by *Mr. Moon*.)

President Schlagle: The motion is that Resolutions 1 thru 11 of the NEA as amended be adopted.

(Motion placed before the assembly for vote, carried, and Resolutions 1 thru 11 of the NEA declared adopted as amended.)

President Schlagle: We will turn next to the afternoon's business. Our United Education Associations have made encouraging gains in membership during the past two years. The Honor Roll of States will now be called by *Karl H. Berns*, assistant secretary of the Association.

Mr. Berns: It is always a privilege to announce the winners.

I. Twenty-one states and territories achieved their 1945-46 "Five Year Program" NEA Membership goals. They are as follows:

Alabama	Kansas	North Dakota
Alaska	Kentucky	Ohio
Arizona	Maryland	Oregon
Arkansas	Mississippi	Pennsylvania
District of Columbia	Montana	Utah
Georgia	Nevada	Virginia
Hawaii	North Carolina	Washington

II. The six states with the largest NEA membership are:

Pennsylvania	32,787	Illinois	18,478
Ohio	23,835	New York	14,433
California	23,524	Indiana	12,911

III. The six states with the largest number of NEA Life Members are:

California	Ohio
Illinois	Pennsylvania
New York	Texas

IV. Nineteen states and territories had 50 or more percent of their teachers as members of the NEA. These are as follows:

Utah	96%	Indiana	57%
Hawaii	89%	Pennsylvania	55%
Washington	83%	California	55%
Oregon	78%	Delaware	55%
Alaska	72%	Kansas	55%
Arizona	69%	District of Columbia	52%
Montana	69%	Colorado	51%
Nevada	67%	Kentucky	50%
Ohio	58%	Virginia	50%
Alabama	57%		

V. The following cities with approximately 100,000 population or more have reported 100% NEA enrolments for the current year, 1945-46:

Wichita, Kansas
Fort Wayne, Indiana
Evansville, Indiana
South Bend, Indiana
Kansas City, Kansas

VI. The following school systems have been on the NEA 100% Honor Roll for 25 years or more:

Prescott, Arizona	Sedalia, Missouri
Piedmont, California	Las Vegas, Nevada
Arvada, Colorado	Morris Township, New Jersey
La Junta, Colorado	Bedford, Ohio
Waukegan Twp. Sec., Illinois	Scienceville, Ohio
Keokuk, Iowa	Kenton, Ohio
Mapleton, Maine	Altoona, Pennsylvania
St. Joseph, Missouri	Berks County, Pennsylvania
Fond du Lac, Wisconsin	

President Schlagle: During my term of office as president, I have had an opportunity to work closely with *Mr. Givens*. I have come to know him personally and to admire and appreciate the splendid work he is doing for our Association. He is courageous and sincere in his efforts to improve teacher welfare and the schools of our nation. He is an inspiration to those with whom he works and we are fortunate to have him serving as Executive Secretary of our Association. *Mr. Givens* was a member of a group of educators who recently visited Japan at General MacArthur's request. He will now bring to us a report of this "United States Education Mission to Japan." *Willard E. Givens*.

(Mr. Givens' address will be found on page 85.)

President Schlagle: During the war period, the teachers of Hawaii were not able to attend our meetings. Their delegation always brought a song and a spirit of happiness with them and we missed them greatly. The teachers of Hawaii have always sent one of the largest delegations to our meetings and we are glad to welcome them back again.

James R. McDonough, NEA director from Hawaii will now present his delegation to the Representative Assembly.

(The Hawaiian delegation then sang several songs.)

Robert W. Clopton (assistant professor, University of Hawaii, Honolulu, Territory of Hawaii): We thank you for your generous applause.

This year we come not alone to amuse and entertain. We ask you, here in your capacity as delegates, and in your own communities as teachers and as citizens, to support us in our efforts to secure statehood for Hawaii in the immediate future.

As an incorporated territory, an integral part of the United States of America, we now occupy exactly the same status which many of our present states once occupied. Only Congress, which is made up of representatives and senators from your states, can place Hawaii on an equal footing with the States. *We*, as a territory, have no vote in Congress. We ask you to take our message back to your homes, to use your influence with your fellow citizens and with the senators and representatives of your states, to gain support for our bid for statehood.

Territorial status is an inferior status. We were willing to accept this inferior status as a *temporary, transitional* organization during which we were afforded opportunity to demonstrate our worthiness to full-fledged membership in the great family of states that is our nation. But in our forty-eight years as an incorporated territory we have fully demonstrated our capacity for self-government and our unflinching loyalty to American ideals.

We are American by tradition. We have a tradition of American influence and American ideals dating back more than a century and a quarter. Our government, our customs, our institutions, our language and our schools were so thoroughly in accord with American ideals and practices that only very minor changes had to be effected when the flag of the Republic of Hawaii was lowered and the Stars and Stripes were hoisted in Honolulu in 1898.

We came into the United States joyfully and of our own free will. Our union was the culmination of almost half a century of hoping and planning. We *wanted* to be American, and now for forty-eight years we *have been* American, in deed and thought and heart, as well as in name.

We are Americans by birth. More than 85 percent of the population of Hawaii is composed of native-born American citizens.

We have much to contribute to our nation. The ideals of democracy have reached a degree of fulfilment in Hawaii which has not been achieved in many of our states. Not only in legislation, but in actual practice, to a degree hardly believable to many who have seen it, we have eliminated racial discrimination. We are demonstrating to the nation and to the world that people of many races and creeds *can* live together in active and friendly and pleasant cooperation and mutual regard. We actually believe *and* practice the ideals of democracy and Americanism in this regard. And we submit to you that it will be a distinct gain to the forces of practical democracy when we become a state and have two senators and two representatives to Congress who will, in their votes on social legislation, reflect our conviction in the soundness of basic democratic principles.

A question is sometimes raised here on the mainland about the Americanism and loyalty of the 32 percent of our population of Japanese derivation. We *know* that these people are loyal to American ideals and principles. The Federal Bureau of Investigation has certified that *not one* instance of sabotage or treason was discovered among the Japanese in Hawaii before, on, or after December 7, 1941.

But more important than the absence of disloyalty is the evidence of an active and inspiring loyalty. The Japanese group constituted 52 percent of Hawaii's inductions into the services, despite the fact that they were not accepted even as volunteers until 1943, and were not included in the draft until 1944. These men served gloriously. Perhaps you saw the editorial in this morning's Buffalo paper about them. The record of the 100th Battalion and the 442nd Combat Team in Italy and France is unequalled for bravery and devotion to duty. More than one-third of the entire number of soldiers of Japanese ancestry received the Purple Heart for wounds received in action. *Four out of five* of the soldiers from Hawaii who were killed in action were men of Japanese descent.

In the war in the Pacific, Japanese Americans from Hawaii in the interpreters' corps served to interrogate prisoners and to translate captured Japanese documents. General Willoughby, who was intelligence chief for General MacArthur, said the war would have lasted two years longer if it had not been for these Americans of Japanese ancestry. Every campaign, he said, was based on information they gained.

This group is combined with the other two-thirds of our population in a loyal American community qualified to take its place as a state.

The question of statehood for Hawaii will be discussed in your state, in your community. Your senators and representatives will vote one way or the other when the matter comes on the floor of Congress. We ask you to use your influence to secure for Hawaii the rights of statehood *now*.

For this you will earn the gratitude and *aloha* of the teachers and other citizens of our forty-ninth state—the State of Hawaii. *Mahalo*.

President Schlagle: I recognize *Melvin B. Hill* of New York.

Mr. Hill: I wish to present a motion as follows: Moved that the National Education Association go on record as favoring statehood for Hawaii in the immediate future; and that we urge all of our members and affiliated state and local groups to exert every influence to promote action by Congress.

Leland M. Pryor (California): It seems to be altogether fitting that California by unanimous vote of delegates present instructed me in the name of California to second this motion.

President Schlagle: It has been moved and seconded that the National Education Association go on record as favoring statehood for Hawaii in the immediate future; and that we urge all of our members and affiliated state and local groups to exert every influence to promote action by Congress.

Mr. Tuggey: Surely one of the finest delegations in this Assembly today is the delegation which has appeared before us. In years before now they have come to us, graciously given us of their talents, but they have brought to this convention something that no other group can bring. Those who know them best know of their high professional qualities.

We recognize that Japan has 49 states and we should not let them get ahead of us. If we now recognize this proposal which is so close to the hearts of these coworkers of ours of Hawaii, we will be giving them the same splendid opportunity to make a fine contribution to our nation.

Mr. Briscoe (New York): I arise to second the motion that has been made. I hope that every one of us will go back to our own communities and work for this cause. I pledge to those people whatever influence I may have in the state and in the city of New York and with the representatives from our great city in the National Congress.

Miss Chaplain (Hawaii): When I went to Hawaii in October to work in the program of education, I did not realize, as I have an idea that many of us here do not, how great a contribution Hawaii has already made toward pioneering a really fundamental, democratic education.

When I arrived there, I found that the University had a five-year teacher educational program required of all of its candidates for teaching.

I found that it had a universal salary scale that no matter where we teach, we get the same remuneration for the same training and same kind of hard work.

I found a university staff which has occupied positions of real leadership in the Pacific, both in the Islands and in the Oriental countries, and I would like to suggest to you as a newly adopted daughter of Hawaii, that we owe these people not only the position of an outpost for our country in the Pacific, but the position of a real and key post as part of our country.

Grace C. Campbell (Washington): On behalf of the more than one hundred delegates from the state of Washington, I wholeheartedly endorse this request of one of our very near neighbors, Hawaii. We are very enthusiastic concerning this request. They have made us feel that they should certainly be on an equal

status with the other states and have equal representation in every other way.

Carl E. Aschenbrenner (Oregon): I arise as a representative of the state of Oregon. Our delegates here will agree, I think, that I may speak for them thru the voice of our state president, when I say that it is a great pleasure for Oregon to endorse the application which has been made here today.

President Schlagle: I now recognize *Mr. Givens*.

Secretary Givens: I seldom speak as a delegate in this body, but I am at present speaking as a delegate in the Representative Assembly of the NEA. I had the pleasure of stopping off in my old home in Honolulu as I returned from Japan and spent one week there. I could talk from now until tomorrow morning about it, but I want to tell you just one thing: If any of you have any question about Hawaii being American enough to become the 49th State, just remember that Hawaii has on its law books at the present time a regulation territorial law that says the teachers of Hawaii shall be apportioned on the basis of one teacher for every 30 children and that it is unlawful for any classroom in Hawaii to have more than 35 children in it—they can arrest you and lock you up in jail!

I don't need to tell you of anything more American than that.

I also want to add one other thing, that in Hawaii, for years and years and years, when I lived there following World War I, they had then for many years been practicing the international relations in brotherhood that we are still talking about over here; they have been living it over there for the last 35, 40 years.

It would do us a lot of good to have them as our 49th State. I urge you all to do everything you can in your home communities to see Hawaii get the place that she deserves as the 49th State in this great country.

President Schlagle: The question is on Hawaii coming in as the 49th State. All in favor of this motion, signify by saying "aye,"—opposed, "no"—the ayes have it, it is unanimously voted and it is so ordered as passed.

The next order of business will be the final consideration of the Victory Action Program that was presented to us at the Third Business Session. I am asking *Joy Elmer Morgan* to make this report . . . *Mr. Morgan*.

Mr. Morgan: You heard the report which I presented to you on yesterday—it is not necessary to present it to you again. The basis for action is a simple motion such as this, but not being a member of the Assembly, I suggest someone make it:

I move the adoption of the Victory Action Program 1946-51, the program to take effect in each affiliated state education association when adopted by that association.

That is a suggestion.

Mr. Aschenbrenner (Oregon): Oregon is happy to present the motion read by *Mr. Morgan*, because if you will examine the records, you will find Oregon has a position of leadership in the Victory Program.

(The motion was seconded by *Mr. Greer*, placed before the assembly for vote, and carried.)

President Schlagle: We are now under Unfinished Business. Is there any Unfinished Business to come before the Delegate Assembly?

I recognize *Mr. Givens*.

Secretary Givens: I have two matters of business carried over from previous meetings.

The Department of Garden Education became a Department of the National Education Association in 1939 and held meetings in connection with the annual convention of the Association each summer. Membership in the Department was never large. Because the interests of this group and those of the National Science Teachers Association are closely allied, steps were taken in 1944 for the Department of Garden Education to merge with the National Science Teachers Association.

A request for this merger was approved by the NEA Board of Directors at the Chicago meeting on July 3, 1945. It was recommended by the Board of Di-

rectors that the Representative Assembly give its approval to this merger. There being no Representative Assembly, it is being carried over this year.

I so move, Mr. President.

President Schlagle: I have a motion regarding the Department of Garden Education becoming a part of the Science Department.

(The motion was seconded by *Mr. Briscoe*, placed before the assembly, and carried.)

Secretary Givens: The second matter: The National Association of School Secretaries which has met for several years as an allied group at the annual meeting of the Association has applied for departmental status. In some states the group of school secretaries is a department of the state association or holds meetings in connection with the state meetings. Every effort is being made by the group to raise its professional status.

The application for becoming a Department was considered by the Board of Directors meeting in Chicago on July 3, 1945, and the following motion passed:

That the Board of Directors recommend to the Representative Assembly that the application of the National Association of School Secretaries to become a department of the NEA be acted upon at the next meeting.

I move the approval of it.

(Motion seconded by *Mr. Pillsbury* of California and carried.)

President Schlagle: I recognize *Mr. Doudna*.

Mr. Doudna: I am presenting an amendment to the bylaws adopted by the Executive Committee and by the Directors which is unusual in this Assembly—

President Schlagle (interrupting): Any more Unfinished Business? New Business ... All right, *Mr. Doudna*.

Mr. Doudna: 'Way back in the 1890's, when there were no departments of research in universities, when there was no research department in the NEA, when there were no great organizations like the Policies Commission, a group of educators in America organized as a subsidiary department of the NEA, the National Council of Education. It was limited in membership to about sixty members and they discussed very thoroly the great problems of education.

In 1894 they issued probably the most important document in connection with high schools, called *The Report of the Committee of Ten*. It was based upon the psychology of what we often called the transfer of learning and all that sort of thing, in which they recommended that we move away from that document. We have been fighting that fight ever since.

This Department went on developing, was responsible for many fine reports. Then along came these other organizations. It has now come to the point where it seems advisable for once for NEA to recommend ... or let me put it this way: I happen at this point to be the acting head of the organization and I am doing an unusual thing, recommending that we commit suicide. I therefore am proposing, as adopted by the Executive Committee and the Board of Directors, an amendment to be voted upon next year reading as follows:

PROPOSED AMENDMENT FOR THE NEA BYLAWS

Notice served at Buffalo Meeting of the Representative Assembly, July 5, 1946.

ARTICLE IV

Article IV of the Bylaws deals with the functions, members, time of meeting, loss of members, officers, and Bylaws and powers of the National Council of Education. It is recommended that Article IV of the NEA Bylaws be deleted. (Recommended by the NEA Executive Committee and signed by two members of the Committee who are also delegates.)

(Signed) Mary D. Barnes

(Signed) B. F. Stanton

NOTE: If this Amendment is adopted it will necessitate renumbering of the articles beginning with Article V which would become Article

IV, etc. It will further necessitate deleting all references to the National Council of Education appearing elsewhere in the Bylaws and Standing Rules. These references occur as follows: Article I, Section 8; Article III, Section 1, Section 6(b); Article V, Section 1; Article VII, Section 1; Article VIII, Section 1.

President Schlagle: It has been moved by *Mrs. Barnes* and seconded by *Mr. Stanton* and this will lay over for a period of a year to be voted on at the next Annual Meeting of the Representative Assembly.

Frances Jelinek (Wisconsin): I believe we adopted rules at the beginning of the session requiring that amendments be presented before the close of the first Business Session.

President Schlagle: They come under New Business.

Miss Jelinek: The rules so say...the second paragraph of Item 5 on page 19.

President Schlagle: *Miss Titus* has had them in her possession. They have been presented and were in the hands of the Rules Committee.

Miss Titus, will you read under what procedure you acted?

Miss Titus: The proposed amendment just now submitted was in the hands of the Rules Committee at our first meeting.

President Schlagle: Anybody else wish the floor under New Business?

Herald M. Doxsee (Missouri): Many of us last night had the pleasure of hearing *Ruth Bryan Rohde* and *Congressman Mundt* emphasize in his own way the manner in which peace may be achieved in the future thru education. As I listened to *Mrs. Rohde* recite from memory a portion of the preamble to the United Nations Charter, I had a feeling of the significance of that preamble that I have never experienced before and I am sure that every one who heard her realized the greatness of that preamble in correcting our thinking in the right direction, in helping us to make a success of the United Nations Organization.

Ruth Bryan Rohde made the statement in her talk that she felt that every student, every pupil in America ought to know the preamble to the United Nations Charter. The NEA did one of the finest things I believe it has ever done in printing in *The Journal* of the NEA last fall in October the preamble to the United Nations Charter. I believe that if this preamble were posted in the classrooms of America, much would be done toward directing the thinking of our youth in helping to guide our nation toward international cooperation and because I feel and I am sure that it is true that there are far too few of the classrooms in America aware of where this preamble may be found, I believe it would be one of the finest things if the NEA would again give us the benefit of reprinting the preamble to the United Nations Charter.

Therefore, Mr. President, I move that this body request that the National Education Association, thru republication in *The Journal* of the National Education Association or otherwise, provide its members with copies of the preamble to the United Nations Charter suitable for framing and that this body recommend that these copies be posted in classrooms thruout the land as a means of fostering the spirit of international cooperation.

(Motion seconded by *Kate Frank* of Oklahoma. No discussion offered, motion placed before the assembly for vote, carried, and motion by *Mr. Doxsee* declared adopted.)

President Schlagle: Are there any other matters of New Business?

Mr. Clear (Connecticut): I confess that I am somewhat confused, bewildered, and bothered by the method by which our organization determines and establishes its policies. Three times before this convention we have had to examine, and accept or reject the same question. Three times during this convention the same issue has had to be decided upon.

Now, we in New England like to do things efficiently and with dispatch and I am sure that all of the teachers of America like to do the things the same way. We had the spectacle here at our convention of having three separate committees or commissions coming to a conclusion and defining a policy for the NEA. The

Legislative Commission at our meeting yesterday afternoon came to a certain conclusion before it was amended, in regard to military preparedness.

As early as May, 1945, the Commission on Defense of Democracy through Education came to a decision in regard to that same item. This morning we had the report of the Resolutions Committee coming before us with a sort of middle-of-the-road policy.

I do not think that is an efficient or an economic way to conduct our business. In the interests of harmony and in the interest of saving the time of delegates of this Assembly, it seems to me that it ought not to be necessary for us to have to decide that question three times.

Therefore, Mr. President, I would like to move the adoption of the following motion: I move, therefore, that in the interest of efficiency and harmony the Executive Committee be instructed to take immediate steps to examine the organizational structure of this organization, giving particular attention to its committees and commissions, and set up the machinery necessary to unify the policy making procedure of this organization.

(Motion seconded by *Mr. Briscoe*.)

President Schlagle: The question now is on the point of the Executive Committee taking into account bringing into relationship these several committees.

Philip Wardner (New York): I ask that this motion be defeated. It seems to me to place a limit on debate. I personally am pleased to hear the decision and thought of more than one committee on problems which are as serious as the one under discussion. In other words, this motion would prevent us from hearing all sides since the various committees would then have to be screened, placing I think, an undue power in a single committee.

I ask you to defeat this motion.

Mary E. McGough (Minnesota): I, too, am speaking in opposition to the motion. I admire efficiency, and of course, we do want to have our policy when we finally establish it, one that is clear-cut, without confusion, but I do think that in establishing our policies, it does not hurt to go over important matters even more than three times. We have demonstrated today that if in any one of our considerations we do become inconsistent, there are plenty of alert minds in our group to bring us back immediately into a harmonizing conclusion. As the gentleman preceding me has said, in that process we ourselves listen with open minds to all points of view and are going thru a process of education which I think even the best of us can well afford to endure.

I realize that the motion simply is suggestive, that the executive committee or the directors or the trustees or whoever may act upon it, shall begin a plan which we would finally act upon, but I hesitate to have us even begin to think in that direction. We heard last night of a country that is directing a certain area of the world in its thinking, which is putting efficiency thru centralization of power in the hands of the few, as opposed to the velocity of democracy which we are trying to have prevail in a still larger area of the world.

We heard today that in Japan this same idea of the centralization of thinking and of direction had been part of the past difficulties and that one of the recommendations made by our Mission which studied the educational situation in Japan was decentralization in certain areas of activities. By the way, we applauded that idea tremendously.

Now, it seems to me we are quite inconsistent if we begin to think in terms of centralizing the direction and thinking in the minds of a few people. I am willing to take more time if necessary, that we may sit down here and argue with each other, if necessary, and persuade each other and finally explore from every angle any crucial matter that comes before us and I am confident that in the end we will come out with a consistent policy.

Cornelia Adair (Virginia): I would like to speak in favor of the motion. Other committees have grown up . . . it never hurts us to go over the ground to find if we can improve our method of operation. I would like very much to see our Examining Board go over the situation in regard to several committees, not only

these three, but others, to see if we are doing our work in the way we should do it.

I hope we pass the resolution.

James H. Wilson (Colorado): I am speaking for the amendment. It was my privilege a short time ago to make a motion to the Resolutions Committee embodying the same principle contained in this motion. It has been my privilege to sit in on the Resolutions Committee meeting beginning at 10 o'clock in the morning and ending a good many hours later, and we have found ourselves in considerable difficulty from time to time because of this conflict which we saw was impending and there was no way to avoid it.

We do not wish to limit debate nor freedom of speech, but more or less clarify the work of the Resolutions Committee or any other committee on the issues that are controversial.

Mrs. Lindlof: I believe that the motion made by *Mr. Clear* from Connecticut is well-intentioned. However, I am opposed to that motion and I will tell you why. I know that many people, when they come here, are very anxious at every session that we shall close promptly and get away to eat and talk or do some other thing beside taking care of the business of this convention. I believe, however, that we have a very sacred duty which we come here to fulfil as delegates from our organizations. I believe that this convention has a very important job to do. I believe that part of its work is not only acting on each matter of business, as part of the convention's work, but that in acting upon the various items that come before us, we are giving ourselves and particularly the newcomers in our midst an opportunity to learn something about how democracy works in big assemblies. I believe that by watching procedures here and participating here, even tho we think we do not know it all, we are learning and thru our learning here, we can carry back to our home towns lessons which will be good for them to know about.

I think it is important that we listen to all reports. I am quite sure that if we listen more carefully at all times, some of the things that happen would not happen and if more of us were willing to get up and be counted on what may seem sometimes an unpopular stand, it would be much better for the NEA.

Part of its job is to train us as leaders in our communities; part of its job is to give us more courage so that at all times no matter where we may be, we are willing to stand up and be taunted for what we believe, for what we believe to be right.

I hope we will do nothing that is going to curtail discussion. I hope we are going to be alert so that when inconsistencies appear, we will be willing to get up and draw attention to it and then you will probably have them corrected.

J. H. Johnson (Washington): I am for the motion. I think that we should listen to oral arguments at all times, but when once we have it on the floor, have had full discussion upon it, then clear it out of the way and then make room for new business. I believe there is a high correlation between efficiency and full discussion, and furthermore, where efficiency prevails at a convention, more people are going to attend and attend the full session, and thereby all be at that one discussion. Yesterday there were a few here at the discussion of that controversy and again today there was a different group together with a few of the others, and some of the others were absent. It gives the Executive Committee something to do—what have we got them for? This time and age calls for streamlined legislation and all kinds of government improvement; therefore, let's do it here.

When once our decision is made, let it stand and not bring it on the floor again.

Harvey Gayman (Pennsylvania): I speak in support of the motion. The issue is not one of debate; the issue is not one of limiting debate on the part of the Representative Assembly. These meetings which we have held from year to year perhaps have been unique in that on every issue presented and on the report of every committee, whether the recommendation came from one committee and one commission or whether different ones came from different ones and three commissions, there has been complete opportunity for discussion.

Recently the NEA has adopted a program of unification. The program of unification is more than united membership. The program of unification, to be effective,

must bear ultimately on the relationships that exist between the NEA, the affiliated state associations and the affiliated local associations, and unification must bear, also on a clear definition of function and a clear definition of responsibility and activity, in many areas, on the part of each of these three groups. The responsibility for a complete program of unification must bear also on a study of the organizational structure of the NEA, particularly with reference to what function shall be executive, what functions and what powers shall be given to commissions and what functions and what powers shall be given to departments and committees.

It seems to me that this motion is a very timely motion, in that it requests or directs the Executive Committee to begin studying and give thought to the problem of unification in so far as it bears on the commissions and committees of the NEA. When that step is explored, then it would seem to me that another step would be in order, to take the next broad step in a real program of unification which shall operate functionally and unitedly from the national to the state to the local. Therefore, I request the Assembly to support this motion.

H. C. Whitside: (Delaware) Mr. President, in opposing this motion, I do not mean to say that it does not have its good points. I feel that many millions of words have been said here without proper thinking but frankly, as a life member of the NEA, state president of an association, of the group in it and also as past commander of the American Legion, I am very frank to admit that I came here with very puzzled views on the position to take on the point that has brought up this discussion. We seemed to unite to the degree the last speaker mentioned when we adjourned yesterday afternoon; then we listened to the very dynamic Congressman speak in the evening and he has been frequently quoted today and brought a recurrence of the whole topic and I don't know whether I want to offer an amendment or simply discard the motion that was made by the gentleman from Connecticut, but my thought is in assembling, in the course of which I have never seen so much good nature as has existed thruout this entire convention, that nothing should be put in the way of coming to learn, and spiritual sincerity and earnestness, of problems from as many sources as possible, so that we can go back better informed for better action.

If we simply could get over this multitude of words and do some more real thinking and if some committee, whether a new one or old one, could simply make suggestions to delegates coming here as to what to do, I think that that would be more in line, because frankly, I wanted to hear every word that I have heard on this military preparedness program and I don't believe that the people of New England want less of thinking than any other section.

They have done a magnificent job up there with collections of flocks and fish . . . fish is brain food and we value their opinion.

President Schlagle: If there is no objection, I will let the mover of the motion, Mr. Clear, close the debate.

Mr. Clear: You would not expect someone who comes from the veritable cradle of democracy in America to suggest something to this assembly which would limit debate on any issue which might come before it.

That is not the intention of my motion. All I have asked this Representative Assembly to do is to request the Executive Committee to examine the structural organization by which our policies are established and defined. I do not wish to limit debate. I want to give everybody a chance to be heard, but I think that when the question comes before the floor of this assembly, everyone who wants to be heard on that question ought to be heard and then when we make our decision, it ought to be final.

I will wager that when the newspaper men went out of here yesterday, they probably didn't know whether we were in favor of that thing or whether we weren't and certainly when they came this morning to this Representative Assembly they were more puzzled than ever.

Therefore, I urge you to pass this resolution in the interest of the efficiency of this organization and the saving of time which will accompany it.

President Schlagle: The question is on the adoption of the motion, shall the Executive Committee be directed to bring into relationship the recommendations of several commissions and committees before being presented to the Delegate Assembly.

(Motion then placed before the assembly for vote, carried, and motion declared adopted.)

President Schlagle: I will now recognize *Miss Titus*, chairman of the Rules Committee.

Miss Titus: It is the duty of the Rules Committee to receive and serve notice of proposed amendments to the Constitution and Bylaws. The proposed amendments follow:

PROPOSED AMENDMENT TO THE NEA BYLAWS

Notice Served at the Buffalo Meeting of the Representative
Assembly, July 5, 1946

(words or phrases in italics are to be added.)

ARTICLE II, SECTION 5

Each affiliated state *and local* association shall be entitled to elect one delegate and one alternate to the Representative Assembly for each 100 of its members, or major fraction thereof, who are active members of the National Education Association, up to 500 such active members, and thereafter one delegate and one alternate for each 500 of its members, or major fraction thereof, who are active members of the National Education Association. Such delegates shall be designated state *or local* delegates.

(Recommended by the NEA Executive Committee and signed by two members of the Committee who are also delegates.)

Moved by (signed) Mary D. Barnes

Seconded by (signed) B. F. Stanton

NOTE: If this amendment is adopted it will necessitate deleting Article II, Section 6, which now reads as follows: "Each affiliated local association shall be entitled to elect one delegate and one alternate to the Representative Assembly for each 100 of its members, or major fraction thereof, who are active members of the National Education Association. Such delegates shall be designated local delegates."

If this amendment is adopted, it will further necessitate renumbering of the following sections of Article II: Section 7 will become Section 6; Section 8 will become Section 7; and Section 9 will become Section 8.

ARTICLE II SECTION 1 (d)

The Executive Committee shall consist of nine members as follows: The president of the Association, the junior past-president, the first vicepresident, the treasurer, *elected for a term of three years*, the chairman of the Board of Trustees, two members elected by the Board of Directors for the term of one year, and two members elected by the Representative Assembly for the term of one year. A director elected to the Executive Committee shall continue as a member of the Board of Directors.

Moved by Cathleen M. Champlin

Seconded by Norman C. Brillhart

NOTE: If this amendment is adopted, it will necessarily mean that such other changes in the bylaws be made as are necessary to conform with the amendment.

ARTICLE II, SECTION 1 (d)

(Words or phrases in italics are to be added; those in parentheses to be deleted.)

The Executive Committee shall consist of nine members as follows: the president of the Association, the junior past-president, the first vicepresident, the treasurer, the chairman of the Board of Trustees, two members elected by the Board of Directors for (the term of one year) *terms of two years*, and two members elected by the Representative Assembly for (the term of one) *terms of two years*. *All members so elected shall take office at the close of the annual meeting in 1947, and the members elected by the Delegate Assembly and the Board of Directors shall draw lots to determine who shall serve terms of one year or two years so that one member elected by each body may serve one year and the other two years. Thereafter all terms of office for such members shall be two years.* A director elected to the Executive Committee shall continue as a member of the Board of Directors.

Moved by L. V. Phillips

Seconded by R. E. Jagers

I ask unanimous consent of the Representative Assembly to present a proposed amendment to the NEA bylaws by the Rules Committee. At our final session at noon, we discussed what things might be done to expedite and democratize the business of this body and we found that there was one proposed amendment and I ask unanimous consent.

President Schlagle: Any objections? Hearing none, it is so ordered.

Miss Titus:

PROPOSED AMENDMENT TO THE NEA BYLAWS

(Words or phrases in italics are to be added; those in parentheses to be deleted.)

ARTICLE XI, SECTION 2

In all voting on proposed amendments to the charter, bylaws, and standing rules, written ballots shall be used whenever 200 members of the Representative Assembly by petition (or by standing vote) *filed with the executive secretary at the first business meeting of the Representative Assembly* shall indicate that ballot voting is desired. In case a petition for secret ballot is signed by at least 200 members of the Representative Assembly and filed with the executive secretary he shall arrange for written ballots in accordance with the petition. State delegations may vote by ballot. The results shall be announced by the chairman of each delegation as the roll of states is called; such vote to be determined by the actual number of delegates present at such meeting and voting. Upon the request of three delegates any state delegation must vote by ballot.

Proposed by the Committee on Bylaws and Rules.

President Schlagle: They will be filed for action one year hence.

Any other matters of new business?

W. E. Peik (Minnesota): Within a few minutes it is going to be my privilege to present to you a motion which will establish a Commission on Teacher Education and Professional Standards. This motion is prepared by the Committee on Teacher Preparation and Certification, of which *Jean A. MacKay* is chairman and is sponsored by the National Conference on Teacher Preparation and Certification, which met at Chautauqua June 28 and 29 just preceding this convention.

During all of the keynote speeches of this convention, you have heard *Mr. Schlagle*, *Mr. Givens*, *Mr. Carr*, *Mr. Morgan*, *Mrs. Hughes*, and others speak of the challenge that lies ahead of us in education, of the expanded program. In his excellent address this morning, *Mr. McDonald* spoke of our emergency, so far as the supply and the training of teachers is concerned.

At the Chautauqua which many of you attended, some 300 of us heard the recommendation of some 17 committees on the problems of the emergency in education that lie ahead of us. In other words, the program ahead is greater than it has ever been and yet as a profession, at this time, we are probably less prepared than we have been to undertake that program.

The NEA is expanding in power, in leadership. Here is one area, however, which we have neglected. It is the area in which as a profession we would speak our minds and express our judgment on the preparation of teachers and the standards that are to be enforced upon institutions which prepare teachers. There are 48 states that have various accrediting standards.

The motion which I wish for you to consider is the following:

That the National Education Association shall establish a Commission on Teacher Education and Professional Standards, composed of nine members to be selected by the Executive Committee, three of the members to be appointed for one year, three for two years, and three for three years, with later appointments of all members for terms of three years, and with the Executive Committee having authority to fill any vacancy for an unexpired term;

That the Commission on Teacher Education and Professional Standards shall be charged with the responsibility of implementing the recommendations of the National Emergency Conference on Teacher Preparation and Supply, and of developing and carrying forward a continuing program for the profession in matters of recruitment, selection, preparation, certification, and advancement of professional standards, including standards for institutions which prepare teachers;

That the National Education Association shall provide the Commission on Teacher Education and Professional Standards with sufficient funds to carry out these functions.

I move the adoption of this motion.

A. C. Flora (South Carolina): I second the motion made by *Mr. Peik*.

President Schlagle: The motion for the adoption of this resolution just read is now before the Delegate Assembly. *Mr. Peik*, do you wish to discuss the motion?

Mr. Peik: I shall continue the discussion of the motion. As I began to say, there are forty-eight states now with varying standards of teacher preparation. They may vary all the way from certificating teachers with only high school education for elementary teaching to four years of preparation. There are 1700 institutions in this country which participate in one way or another in the preparation of 90,000 to 100,000 teachers whom we need annually in our profession.

We have no national agency at the present time that sets up the professional standards of preparation. The profession itself, our own profession here represented, has no agency which is able to be active in the development and in the promotion of the professional standards which express our judgment and in which we believe.

For four years, the Committee which has prepared this motion has become increasingly of the opinion that we need a Commission in the NEA to undertake this work for the entire profession. The Chautauqua Conference, from which many of us have come, likewise has endorsed that opinion.

The Committee on Teacher Preparation and Certification held an open hearing on this matter yesterday, or the other day, attended by about 80. All of the people who were there who expressed themselves were enthusiastically in favor of this action by our Association.

There are two, three matters that are not expressed in the motion. One is the representation of membership on the Committee. We believe that every one is convinced that this representation should be from the rank and file of the entire profession representing all teacher-training interest. We have not set an amount aside for the support of this Commission because in discussing this matter with the Budget Committee and with the members of the Executive Committee, we

found so much support for the idea, we believe if the Assembly adopts the motion that they will adequately support it. The amount that has been considered necessary is a minimum of about \$10,000.

One more point: The action of this Commission would be to implement our ideas and secondly, to set a standard for the entire country. We do not propose to supplement any authorized accrediting association. The authority for these matters resides in several states. We hope to cooperate with all bodies interested in this matter, but we hope to speak clearly and courageously and decisively in presenting the opinion, the best opinion, the considered opinion, and the studied opinion of our profession.

I therefore move the adoption of this motion.

Mr. Flora: I arise to support strongly this recommendation before this Assembly. I do so with the feeling that our profession must itself take some responsibility for the situation in which we now find ourselves in this period of emergency. Where will you find a profession as large as ours and as intelligent as ours that has failed to marshal its intelligence for the protection of its own good?

Can you imagine in this emergency, when the children of this nation have needed teachers with ability, teachers with training and teachers with experience, that we should call in 100,000 teachers to help guide this youth in the most complex period of our entire history, can you imagine the doctors of this nation permitting bringing in 100,000 midwives to look after the people's health of this nation? Can you imagine the lawyers of this country permitting 100,000 people to come in to take their places in a period of emergency? You cannot.

I think the time has come when we ourselves must act and act with vigor. It ought to be unlawful in this nation, in every state, to issue a certificate in an emergency unless that certificate is based upon training before the certificate is issued.

Until we set standards, we will go on muddling thru and have thousands of people coming into our profession who are unfit to measure up to the standards which we hope for and which we long for.

I strongly support this recommendation.

Mr. Jagers (Kentucky): I would like to support this motion. I have had some experience in dealing with the question of teacher supply and teacher demand. I have worked with the Committee on Teacher Certification and Supply. I have had the experience in dealing with state after state in the movement of teachers from across the border. I do not believe we have any agency in America that can bring the teachers together in a unified type of program.

I believe that the Commission suggested here in this motion will furnish that service to our profession and to my mind, if our profession is to go forward, it must be unified and it must have the agency thru which that unification may take place.

I heartily endorse the motion and I hope you pass it.

(*President Schlagle* then read the resolution to the Assembly, no further discussion was called for, motion for adoption placed before the body for vote, carried, and motion declared adopted.)

President Schlagle: I recognize *Mr. Peik*.

Mr. Peik: I move that the Committee on Teacher Preparation and Certification shall be discontinued.

(Motion was seconded by *Miss MacKay*, no discussion offered, placed before the assembly for vote, and carried.)

President Schlagle: Any more new business? I recognize *Mr. Pearson* of Illinois.

Irving Pearson: In keeping with the spirit of the action of the afternoon with respect to Hawaii and with that of the wire which we authorized yesterday afternoon, the Illinois delegation feels that the fruition of Philippine independence is very worthy of special resolve on the part of this assembly.

I therefore in the name of my delegation present this, a special resolution, and move its adoption:

The National Education Association congratulates the Philippine people upon the attainment of their independence and welcomes them to the family of nations.

The Association congratulates the American people upon the fulfilment of their pledge of independence for the Philippine people—an action highly significant not only to the future welfare of the Philippine people but also to international relations everywhere.

(The motion was seconded by *Mr. Melvin* of Illinois, no discussion offered, placed before the assembly for vote, and carried unanimously.)

Esther Helbig (Iowa): I have been appointed by the delegation of Iowa to make a very short announcement about something that is very dear to our hearts.

One hundred years ago, the frontiers pushed the boundaries of civilization westward. They came in covered wagons bringing with them the vital values of home, education, religion, and free government. Many of these sturdy pioneers stopped in what is now Iowa. They founded log cabin schools, erected courthouses, established colleges and churches.

In 1846 Iowa was admitted to the Union. In 1946 we celebrate the Centennial. We review the past and look forward to the future. In retrospect we look at the distance we have come. In prospect, we think of the new frontiers to be earned.

Education will point the way—as did the first schoolhouse on the banks of the Mississippi and the first teacher—Berryman Jennings.

Marian Smith (Illinois): Before I make the remarks I came here to make, I want to give you the background of my thinking. In our school was a man, checked as too old to fight in the American Army. He was an American citizen, he volunteered in the Intelligence Department; he made many very dangerous trips, many missions. Back of the lines he took care of our flags that went down. He became ill, he really was not able to go, but they gave him a mission. He was a teacher in our building, a teacher of languages. The Nazis captured him, he was shot as a spy.

Our school began to wonder what it could do in memory of that man and the boys who went from that school. We had heard of another school in Chicago that had adopted a whole village of children, sent them clothes and food; and so our school adopted thirty children. We hope to make this a great school project in which we exchange students in the third year. We have taken over thirty high-school students in Prague, the home town of our hero, and each room is going to take care of a child. Our money has gone for many things.

I want to read you what I think we should do in the NEA organization:

Since we as teachers are deeply interested in children, in education, and in the establishment of friendly international relations, I suggest that this Representative Assembly of the National Education Association instruct the Committee on International Relations to study and report thru *The Journal* upon the possibilities and procedures in the adoption of war orphans by individuals, schools, and local organizations; and that encouragement be given for the adoption of an orphan from some war-torn area of the world by every schoolroom in America.

The need is great and the harvest of international friendships may be limitless. We teachers should answer the cry of defenseless and bewildered children.

I know of no better way to further friendly international relations.

President Schlagle: Unless there is an objection, this matter will be referred to the Committee on International Relations for study and action. If there are no objections, it is so ruled.

Raymon Eldridge (Massachusetts): Massachusetts believes that there is one more matter that should be presented here before the official closing of the Business Sessions of this Convention—not a matter of business, but a matter of brief recognition.

Massachusetts feels particularly anxious and interested to make this statement for two reasons. One is in this year of the Sesquicentennial of the birth of Horace Mann, who gave the beacon light to modern education and because Massachusetts

was the power behind the settlement of the state of Kansas to a great degree, we feel that we would like to recognize a certain gentleman for his services to our organization, a sort of foster son or brother to the state of Massachusetts.

During the two most difficult years that any of us have known, our president, *Mr. Schlagle*, has given an enormous amount of time and untiring guidance and energy to many sections of this country; thruout the sessions of this Convention, his everlasting energy and unfailing courtesy have brought a friendly and comfortable atmosphere to our deliberations, and I move, Mr. President, that the Delegates here assembled signify, at least, in no small measure, their appreciation of your efforts and loyalty to the interests of our Association.

(The Convention arose, applauding, in a unanimous second and expression of approval of the motion.)

Secretary Givens (presiding): Mr. President, that is a heartfelt expression of the attitude of this Delegate Assembly toward you and your administration.

President Schlagle: Thank you from the bottom of my heart.

This will conclude the Sixth Business Session and I hope to see you at 8 o'clock tonight, promptly.

(The meeting then adjourned.)

THIRD GENERAL ASSEMBLY and SEVENTH BUSINESS SESSION

FRIDAY EVENING, JULY 5, 1946

(President Schlagle called the Convention to order at 8 p. m.)

President Schlagle: The Third General Assembly and the Seventh Business Session will now come to order.

S. D. Shankland, beloved and retiring executive secretary of the American Association of School Administrators, will now give the invocation.

Mr. Shankland: Our Heavenly Father, we thank Thee for the heritage of the past, the opportunities of the present, and the hope of the future in this land of ours which we call America.

We are thankful to Thee for the opportunities which have come to us in these days to be here together, to gain fresh inspiration and hope and faith in the profession which we have chosen.

Be with us as we go our several ways, that we may measure up to the great possibilities which we have dreamed while here together. If any of us have a cross to bear, may we so bear that cross that we may be worthy to wear the crown.

We ask this in the name of the Nazarene, the Man of Galilee, the Great Teacher of all the ages . . . Amen.

President Schlagle: The pledge of allegiance to the Flag and the singing of our national anthem will be led by *Silas Boyd*, head of the music department, New York State College for Teachers, Buffalo.

(Pledge of allegiance and singing followed.)

President Schlagle: The National Education Association's president, when completing the term of service for which elected, becomes the junior past-president and as such serves as a member of the Executive Committee. Our immediate past-president, *Mrs. Edith B. Joynes*, has served as junior past-president for the past two years. As president, it is my privilege tonight to make certain awards to the junior past-president, but before doing so, let us briefly review some of the highlights in the professional career of this gracious lady.

A daughter of Indiana, she was adopted by Virginia. Her early desire to serve determined her vocation. She served as classroom teacher in her hometown of LaPorte, Indiana, and later in Norfolk, Virginia. Ever ambitious, she continued her professional preparation in the College of William and Mary, and in 1929

was appointed as an elementary principal in Norfolk. Her work in the classroom and in the community was recognized. She has held many positions of responsibility locally, in the state, and in the nation.

She was president of the Department of Classroom Teachers of the NEA in 1928-29, state NEA director for Virginia, 1930-43, chairman of the NEA Budget Committee, 1942, vicepresident of the Department of Elementary School Principals of the NEA, and twice delegate to the World Federation of Education Associations. These professional positions she has filled with honor and distinction.

She served as president of the National Education Association in 1943-44 and presided over the Pittsburgh meeting of the Representative Assembly.

In recognition of her service as president of the National Education Association, I have the pleasure of awarding this beautiful certificate, signed by the Executive Secretary of the Association, carrying the seal of our Association, and stating:

EDITH B. JOYNES, President of the National Education Association of the United States, 1943-1944. This testimonial is presented in recognition of distinguished service to the Association.

Washington, D. C., July 5, 1946

Willard E. Givens,

Executive Secretary.

And in addition, *Mrs. Joynes*, I present to you this key which will ever be a reminder of the great body of American teachers whom you served and who are giving their best in service to the boys and girls of our land.

Mrs. Joynes: At this time I want to tell you how I appreciate the fine support, the fine cooperation that I received from this entire nation in 1943-44, and it has been my privilege to be on the Executive Committee one year longer than most presidents have an opportunity, and because of the fact that I have been able to be on the Executive Committee for two years, I have come to know the NEA staff very closely.

I was thinking today, if only every classroom teacher might have an opportunity to attend the NEA and in addition, visit our headquarters of NEA and know in person *Mr. Givens* and his fine staff, who work every minute; they devote their time to teachers' problems, therefore making things much easier for the teacher, which will react to the education of all the boys and girls in this land.

I must pay tribute to *President Schlagle*. He has been a fine leader in the past two years. I feel that everything we hoped for in Pittsburgh has been carried out as nearly as it could be carried out.

There are many things I would like to say, but it would take too long. I only want to say that I hope that I may serve you in any capacity that will warrant these special honors of distinction.

I thank you!

Secretary Givens: Ladies and gentlemen, it is my pleasure now to present to you *Helen Boner* of the Kansas City, Kansas, schools . . . *Miss Boner*.

Miss Boner: The teachers of Kansas City, Kansas, have always been proud of their superintendent, and when *Mr. Schlagle* was chosen as president of the NEA two years ago, it was an additional source of pride to our entire community and to the state.

We on his staff well know the pace which *Mr. Schlagle* has set for himself the past two years, of the time and energy he has given to this Association as president, far in excess of that which would ordinarily be expected.

Mr. Schlagle, in appreciation of your service to the teachers of the nation and to educators thruout the world, the teachers of Kansas City, Kansas, present you this gift. We know our feelings are shared by our board of education, the people of our community, and all the teachers of the state of Kansas.

(At this point *Miss Boner* presented *Mr. Schlagle* with a fine gold wrist watch.)

President Schlagle: A surprise and a pleasant one!

I surely appreciate that; and words will not express the gratitude for the fine help and assistance I received during my term of office, away from the city so much, and the way they carried on during my absence. . . . Thank you one million times!

I shall ask at this time for a report from the Committee on Elections. *Mrs. Jessie Fugett* of Kentucky is chairman of the Committee . . . *Mrs. Fugett*.

Mrs. Fugett: It is my privilege at this time to announce to you the returns of this election in which 90 percent of the delegates who were registered cast a ballot.

May I announce for the state directors, the following:

<i>Alice Vail</i>	Arizona
<i>H. R. Pyle</i>	Arkansas
<i>Malcolm P. Murphy</i>	California
<i>Albert C. Merriam</i>	Connecticut
<i>C. Marguerite Morse</i>	Florida
<i>James R. McDonough</i>	Hawaii
<i>Gerald W. Kirn</i>	Iowa
<i>Linwood J. Kelley</i>	Maine
<i>Martin P. Moe</i>	Montana
<i>Daniel W. MacLean</i>	New Hampshire
<i>R. J. Mullins</i>	New Mexico
<i>W. Max Chambers</i>	Oklahoma
<i>Carl E. Aschenbrenner</i>	Oregon
<i>Mabel Studebaker</i>	Pennsylvania
<i>Marie R. Howard</i>	Rhode Island
<i>Wilson New</i>	Tennessee
<i>Grace C. Campbell</i>	Washington
<i>Jessie Cunningham</i>	West Virginia
<i>C. W. Kurtz</i>	Wyoming

For the Executive Committee there were two:

<i>Helen Holt</i>	California
<i>William S. Taylor</i>	Kentucky

B. F. Stanton of Ohio has been reelected treasurer.

The following vicepresidents have been elected:

<i>Clarence M. Dannelly</i>	Alabama
<i>Everett R. Erickson</i>	Alaska
<i>Edward E. Keener</i>	Illinois
<i>Raymon W. Eldridge</i>	Massachusetts
<i>J. Cloyd Miller</i>	New Mexico
<i>Dorothy Travis</i>	North Dakota
<i>I. R. Amerine</i>	Ohio
<i>Thomas A. Francis</i>	Pennsylvania
<i>Mrs. W. D. Rice</i>	South Carolina
<i>Frank Bass</i>	Tennessee
<i>Esther Czerwonky</i>	Wisconsin

Leonard L. Bowman of California has been elected first vicepresident.

Pearl A. Wanamaker of Washington has been elected president of the NEA.

The members of the Election Committee are:

<i>J. C. Donohue</i>	New York
<i>Mrs. Gertrude Ellis</i>	Washington
<i>Lois Morse</i>	Florida
<i>Ethel Eddy</i>	Vermont
<i>C. A. James</i>	Kansas
<i>Grace Kaufman</i>	Pennsylvania
<i>Elizabeth Cook</i>	Texas
<i>Mrs. Paul D. Thomas</i>	Kansas
<i>Mrs. Jessie P. Fugett, chairman</i>	Texas

Mr. President, I move the adoption of the report of the Elections Committee.

(Motion was seconded by *Mr. James* of Kansas.)

President Schlagle: The question is on the acceptance of the report of the Elections Committee.

(Motion then placed before the body for vote, carried, and Report of Elections Committee declared adopted.)

President Schlagle: I will ask some one of the Washington delegation to escort *Mrs. Wanamaker* to the platform.

(The Delegates arose, applauding, as *Mrs. Wanamaker* was escorted to the platform.)

President Schlagle: It now becomes my pleasant duty to present to you the one whom you have chosen to be your leader for the coming year. She has served in many capacities in education and is deserving of the high honor which you have bestowed upon her tonight. *Mrs. Wanamaker*, the teachers of America are a most loyal group and you can be assured of their support during the year ahead.

Members of the Delegate Assembly, I now present to you, your new president, *Mrs. Pearl Wanamaker*.

Mrs. Wanamaker: *President Schlagle*, distinguished guests, and members of the Delegate Assembly: I accept this high honor that you have bestowed upon me. It is with deep humility that I accept, too, this great responsibility. *Mr. Schlagle* has filled the presidency for two years and he has given to us an administration that has been wise, and one with great vision.

I only trust as I take on this responsibility that I, too, may be able to carry forward the great program of the NEA.

The friendly spirit that has prevailed during this week of this great convention assures us all that we will go forward together in the great program ahead. These will not be easy times, but I know that the courage, the vision, and the understanding of the teachers of America will strengthen those who are in positions of leadership. The organization will be as great as we make it together. We will accomplish great things as we look ahead, as we plan together, and as we courageously carry forward the great aims of our Association.

And so tonight I pledge you my utmost to go ahead on the Victory Program that has been established and I can say this and do it only because I know that all of you in your respective states and in your respective organizations, will work along shoulder to shoulder in the carrying out of the program, and so as we bring great educational opportunities to the children of America, we will give inspiration and leadership for educational programs all over the world.

Thank you!

President Schlagle: I know that you would like to meet your vicepresident—will someone from California see that *Mr. Bowman* is brought to the platform, please?

(*Mr. Bowman* was escorted to the platform amid applause.)

President Schlagle: I want to present to you your first vicepresident, *Leonard Bowman* of California, whom you have elected to serve you for the coming year.

Mr. Bowman: It shall be my privilege and pleasure to work wholeheartedly with the new president, the new Executive Committee, and the new administration.

I thank you for this opportunity.

President Schlagle: We have a rare treat in store for you this evening. Our speaker, *Bishop G. Bromley Oxnam*, is a native of California. He holds a long list of degrees from the leading colleges and universities of this country. *Bishop Oxnam* is a leader in the religious thought and action of the world. His participation in conferences of many faiths and in many lands has always been stimulating and conducive to action. His writings in the field of religion, international relations, social and industrial life have given inspiration and guidance to leaders thruout the world. His extensive travel and study in America, Europe, and the Orient give him an authoritative right to have "A Date with The World."

I present *G. Bromley Oxnam*, Bishop of the Methodist Church, New York City.

(Bishop Oxnam's address will be found on page 92.)

President Schlagle: This address is one of the highlights of our Convention and we appreciate your giving of your busy time to come here to be with us this evening and deliver this great, challenging address. We are indebted to you, *Bishop Oxnam*. We wish you to come to us again.

I wish at this time to take a moment to recognize one of our most loyal NEA persons in this audience, one who has been a delegate to many, many conventions for many many years. I wish that *Mr. James* of Galveston, Texas, who has attended practically every NEA convention since 1888, would stand.

(*Mr. James* arose and was greeted with friendly applause.)

President Schlagle: As you leave the Auditorium, in the entrance of this building you will find a summary report of this Convention, entitled *High Points*. Please take your copy—please take only one copy, the supply is very limited, but there are a sufficient number for those who are delegates if we will take only our copy.

We are concluding a most unusual convention filled with enthusiasm and plans for meeting the challenge that lies ahead. In bringing this convention to a close, may I take this opportunity to extend to each and every one of you my sincere appreciation for the cooperation you have given me thruout my presidency.

I now declare the eighty-fourth annual meeting of the *National Education Association* closed!

(Meeting then adjourned at 9:45 p. m.)

CONFERENCE ON LOCAL ASSOCIATIONS

SATURDAY, JULY 6, 1946

A conference for officers of state and local education associations was held in Buffalo on July 6, 1946, after the regular convention. The conference was built around fifteen discussion groups, each of which considered one of the following topics:

- What type of local association can best serve the profession?
 - What amount of dues is necessary to finance an effective local association?
 - What type of programs can best meet the needs of a local association?
 - What committees does a local association need and what are their functions?
 - How can a local association become effective in legislation?
 - What are the desirable practices which will make a code of ethics effective?
 - How may a local association more effectively cooperate with community organizations? How can a local association cooperate more closely with the state association?
 - How can a local association work more closely with the national association?
 - How can a local association keep its members informed?
 - What are the obligations of a local association in the selection and training of its officers?
 - What can a local association do in the international relations field?
 - What teacher-welfare objectives should a local association develop?
 - What can a local association do in the promotion of the Victory Action Program?
 - Gaining and holding members in professional organizations.
- A summary of the findings of the groups appears in the *NEA Manual for Locals*. At a luncheon following the group meetings, committee reports were given and the conference was summarized by Arthur F. Corey, executive secretary, Southern Section, California Teachers Association, 408 South Spring Street, Los Angeles 13, California. His remarks follow:

A CALL TO ACTION

We have had a good convention. We have been instructed and inspired. I assure you that its conclusion will not be long delayed by the present speaker. My message is simple and direct. I would call you to action. For every one of you who was registered at this convention there are 500 teachers at home who will not be touched by its deliberations except thru you. For every one of you who sat here at luncheon together, there are 2000 teachers at home who will not be inspired to greater professional activity except thru you. The responsibility of convention attendance does not end with the last session. The effectiveness of the convention for professional improvement will be determined by what you do when you get home.

Personalizing Professional Issues—Bishop Oxnam, in his address last night, made clear the dramatic and emotional power inherent in the personalization of important issues. At the risk of being accused of melodrama or sentiment, he pointed out how proximate death in the singular is overpowering but in the mass we accept it with apprehension but without great emotional upheaval. *We have long accepted as axiomatic that professional welfare at state and national levels is dependent upon strong and active local teacher associations.* We too seldom have appreciated the basic reason for this truth. Professional and educational issues are not solved or even seriously attacked until they are personalized. It is the function of the local association to personalize professional issues. The state and national associations cannot do this. They are too big. They are too far away from the individual teacher. The local association is the contact point with the teacher and must offer

an open channel for two-way communication to and from every individual member. If the teacher is to become personally interested in the broader problems of her profession she must be impressed that the profession is interested in her. This personal relationship with every member is the foundation upon which any local association must build.

The Promotion of New Local Associations—With the exception of our great metropolitan areas, our city teachers are relatively well organized. Here today we have rightfully spent much time on methods and technics of improving the effectiveness of these organizations. We have spent no time on the problem of the thousands upon thousands of teachers in our small cities, villages, and rural areas who have no local organizations at all. These teachers must have active and appropriate organizations if the profession is to move forward toward its accepted goals.

There is no reason why we should not learn from the service clubs' long-tested plan of promotion. Every active club is always on the lookout for the opportunity to foster a new club in an adjoining community. If every existing local teachers' club in our cities would undertake the responsibility of fostering and nurturing a local organization in every neighboring town and village, we would soon meet the problem. Why not make a beginning this year by picking out a likely spot to organize a local in your area?

Training Prospective Teachers in Organization Work—Educational leaders agree that we cannot build an adequate teaching profession in America without strong teachers associations, yet almost nowhere is organizational work given a really important place in teacher-training programs. Every college in the land which trains teachers should be emphasizing the technics and programs of our great associations. We are facing a period of unprecedented opportunity for professional upgrading. In the next fifteen years there will be in many states a teacher turnover amounting to nearly three-quarters of the total group. In one short generation we can tailor the teaching profession to whatever pattern we will. These new teachers will study in our training institutions and we must demand that they be taught about organization work. Colleges and universities are peculiarly susceptible to pressure. We must make this demand.

Association Goals Must Be Specific—If I were president of a local teacher club I would begin immediately to establish the goals for next year's program. I would make them specific so that when the year is over I could look back and evaluate accurately how successful the year had been. These goals should be established in many fields. The following are suggestive:

1. *Memberships*—Nothing less than 100 percent memberships in local, state, and national should be considered as satisfactory achievement.

2. *Meetings and Programs*—Meetings are never planned for their own sake but to achieve some important objective in the club program.

3. *Public Relations*—This objective should include community service, educational interpretation, and wide civic contacts.

4. *Adequate Records*—Many clubs know nothing of their origin or past successes and failures. Adequate records are a definite responsibility to tomorrow's leaders.

5. *Relations with Board and Administration*—Most of our local clubs fall into two types. Either they are definitely antagonistic and critical of administration and board or they are fawning in obeisance before these officials. Neither attitude is desirable. A club should be independent and unfettered but cooperative and helpful in its administrative relations.

6. *Publications*

7. *Social Activities*

8. *Legislation*

9. *Professional Improvement*

10. *International Relations*

You may have objectives to add or you may wish to delete some I have mentioned. The important point is that you agree upon those which are to be achieved and develop the program accordingly.

Victory Action Looks to Future—There is nothing in our Victory Action Program which is new or original. We are merely bringing together and dramatizing the national professional goals upon which we have long worked with spasmodic success and sometimes indifferent purpose.

Why do we want a better teaching profession? Why do we want better salaries? Why do we demand retirement and tenure? Why do we strive for better preparation of teachers? Those who lack vision say we are grasping and selfish, but to those who with imagination can project the American dream into the future, we do it because altho we "gladly teach" we are deeply concerned about who will teach tomorrow. *The kind of teacher who will teach the children of tomorrow is being determined today by the kind of profession we are building.*

Man's Best Work—George Eliot in her poem "Stradivarius" tells the story of a dissolute young artist who approaches the great violin maker in his shop and after his failure to borrow a coin he berates the old man for his painstaking effort and tells him his violins would bring as much if made in half the time. The craftsman's answer is a classic:

When any master holds
'Twixt chin and hand a violin of mine,
He will be glad that Stradivare lived,
Made violins, and made them of the best.
My work is mine,
And, heresy or not, if my hand slacked
I should rob God.
I say, not God himself can make man's best
Without best men to help him. I am one best
Here in Cremona.
I would not change my skill
To be the Emperor.

We Must Demand Our Due—Thank God, we are teachers; we would not change our skill for anyone. With heads held high, we move to action impelled by an unshakable faith in the dignity of our profession, and demanding the remuneration and respect which should be ours. We have been too puny in our demands. *The public has not been challenged by the present crises in the schools because we ourselves have not been challenged.* If we are inspired to courageous action, America will respond with victory for her children. Victory Action is not a dream. It is a reality if we will but grasp it.

MINUTES OF THE MEETINGS OF THE BOARD OF DIRECTORS

CHICAGO, ILLINOIS
TUESDAY, JULY 3, 1945

The annual meeting of the Board of Directors of the National Education Association convened at 11 a. m. in the Stevens Hotel. This is the first time since the Representative Assembly was created in 1920 that there has been no meeting of that body. Early in 1945 it became apparent that large gatherings would be discouraged. The War Committee on Conventions soon made it clear that no national; regional, state, or district meeting involving attendance of more than fifty people from outside the immediate area could be held without official approval by the Government committee and that no meeting would be approved unless it directly and vitally affected the on-going war program. It, therefore, became necessary to take steps to cancel the meeting of the Representative Assembly scheduled to convene in Buffalo in July. Article VII, Section 2 of the bylaws makes provision for the Board of Directors to postpone the annual meeting of the Association in the event of a war emergency disrupting the usual means of transportation. A mail vote of the Board was taken in February, resulting in agreement for postponement of the annual meeting of the Representative Assembly during 1945. Article VII, Section 2 of the bylaws further provides that in the event of postponement of the annual meeting, all officers, boards, councils, commissions, and committees authorized by the bylaws shall remain in office until the close of the next annual meeting of the corporation.

The meeting was called to order by *President Schlagle* who welcomed the members of the Board and expressed appreciation for their fine cooperation during the year.

APPOINTMENT OF STATE DIRECTORS FOR NORTH CAROLINA, SOUTH DAKOTA, TEXAS, AND WASHINGTON—In keeping with the bylaws which provide for the Board of Directors, when in session, to fill all vacancies in their own body, a motion was made by *Mrs. Louise Beyer Gridley* (California), seconded by *Everett J. McIntosh* (Massachusetts) and carried, that the following be appointed to serve as Directors until the next regular meeting of the Representative Assembly: *Bertha Cooper* (North Carolina); *Frank Gellerman* (South Dakota); *Mrs. Virginia Lee Link* (Texas) and *Grace Campbell* (Washington).

ACTION ON PROXIES—A motion was made by *Leland Pryor* (California), seconded by *Mrs. D. Edna Chamberlain* (Oklahoma) and carried, that the following be recognized as proxies for regular Directors and be empowered to vote on all matters coming before the Board: *H. V. Holloway* (Delaware) for *Mrs. Mary S. Resh* (District of Columbia) and *Eugene W. Pruitt* (Maryland); *John T. Wahlquist* (Utah) for *W. W. Christensen* (Idaho) and *C. W. Kurtz* (Wyoming); *Gerald W. Kirn* (Iowa) for *Herbert R. Peterson* (Minnesota); *R. E. Jagers* (Kentucky) for *H. V. Cooper* (Mississippi); *Mrs. Mary D. Barnes*, first vicepresident for *Mrs. Lelia Brown Thomas* (New Jersey); *John Rushing*, immediate past Director for Washington for *Marie Lessing* (Oregon); *George R. Rankin* (Wisconsin) for *Frank Gellerman* (South Dakota); *M. D. Collins* (Georgia) for *W. W. Trent* (West Virginia); *Harvey E. Gayman* (Pennsylvania) for *Mabel Studebaker*, second Director for Pennsylvania, and for Teachers Institute of Philadelphia; *Cornelia S. Adair* (Virginia), past-president, for *Olive M. Jones* (California) and *Carroll G. Pearse* (Wisconsin), past-presidents.

ROLL CALL—*Secretary Givens* called the roll which showed the following Directors present: directors ex officio—*F. L. Schlagle*, president; *Mrs. Mary D. Barnes*, first

vicepresident; *B. F. Stanton*, treasurer. Life director—Illinois Education Association represented by *Irving F. Pearson*. Past-president *Cornelia S. Adair*. Elected directors—Alabama—*H. G. Greer*; Alaska—*Sara J. Fernald*; Arkansas—*W. F. Hall*; California—*Mrs. Louise Beyer Gridley* and *Leland M. Pryor*; Colorado—*Craig P. Minear*; Connecticut—*Albert C. Merriam*; Delaware—*H. V. Holloway*; Florida—*C. Marguerite Morse*; Georgia—*M. D. Collins*; Hawaii—*James R. McDonough*; Indiana—*L. V. Phillips*; Iowa—*Gerald W. Kirn*; Kansas—*F. L. Schlagle*; Kentucky—*R. E. Jagers*; Louisiana—*L. P. Terrebonne*; Maine—*Linwood J. Kelley*; Massachusetts—*Everett J. McIntosh*; Michigan—*Ernest Giddings*; Missouri—*Grace Riggs*; Montana—*M. P. Moe*; Nebraska—*Pearl Donoho*; New Hampshire—*Daniel W. MacLean*; New York—*Mrs. Marguerite Welch*; North Carolina—*Bertha Cooper*; Ohio—*Helen Bradley* and *H. C. Roberson*; Oklahoma—*Mrs. D. Edna Chamberlain*; Pennsylvania—*Harvey E. Gayman*; South Carolina—*S. David Stoney*; Tennessee—*Wilson New*; Texas—*Mrs. Virginia Lee Link*; Utah—*John T. Wahlquist*; Vermont—*Joseph A. Wiggin*; Virginia—*Mrs. Eleanor P. Rowlett*; Washington—*Grace Campbell*; Wisconsin—*George R. Rankin*.

TRIBUTE TO THE LATE SECRETARY EMERITUS, JAMES WILLIAM CRABTREE—*Secretary Givens* gave the following tribute to *Secretary Emeritus Crabtree* whose death occurred on June 9, 1945:

The prophet Micah asks all of us this searching question, "What doth the Lord require of thee, but to do justly, and to love mercy, and to walk humbly with thy God?"

James William Crabtree embodied in his life the prophet's advice.

He was a friendly, pioneer soul who blazed his own path.

It is only simple justice to say that his splendid achievements in the advancement of his chosen profession place him among the outstanding leaders of his generation.

He brought to the position of Secretary of the National Education Association a rich experience gained as teacher in rural schools and state university, as principal and superintendent, as high-school inspector and president of normal schools.

Mr. Crabtree maintained thruout his long and useful career the personal friendliness and the fine idealism of our best pioneers.

He loved children and youth and strove constantly to make better educational opportunity available to all of them. He helped many to realize our greatest American ideal—equality of opportunity thru education.

He had a keen interest and an abiding faith in teachers. Thruout the nation, they recognized him as their friend.

He had a deep love of people and a sympathetic understanding of their interests and needs.

The personal qualities which account for his outstanding success are the typical virtues of the best pioneers—simplicity, modesty, honesty, perseverance, friendliness, and patience.

He had a great capacity for friendship and a sincere loyalty to the purposes and plans of the National Education Association, which he always put above any personal wish of his own.

From the very beginning of a long and useful career, he was deliberately and unceasingly a builder of people.

From early life, he understood and appreciated the importance of good schools, wholesome homes, and Christian churches.

He lived simply and uprightly. He asked only for the opportunity to serve.

In God's plan, each one of us when our life's work is finished passes into the Great Beyond. Our beloved friend *J. W. Crabtree* has thus departed. May God give all of us the courage and vision to help pay the debt we owe this truly great and friendly leader by unselfish devotion to our youth, to our fellow-teachers, and to our country.

May we stand for one minute in silent tribute to his memory.

CHANGE IN NAME OF THE DEPARTMENT OF SUPERVISION AND CURRICULUM DEVELOPMENT—On recommendation of the Department of Supervision and Curriculum Development that the name be changed to Association for Supervision and Curriculum Development, a Department of the NEA and on action by the NEA Executive Committee recommending to the Board of Directors that permission to change the name be granted, a motion was made by *H. G. Greer* (Alabama), seconded by *Mrs. D. Edna Chamberlain* (Oklahoma) and carried, that the Board of Directors approve the change in name.

APPROVAL OF MERGER OF DEPARTMENT OF GARDEN EDUCATION WITH THE NATIONAL SCIENCE TEACHERS ASSOCIATION—On recommendation by the NEA Executive Committee that the merger of the Department of Garden Education with the National Science Teachers Association be approved, a motion was made by *H. V. Holloway* (Delaware), seconded by *Mrs. Louise Beyer Gridley* (California) and carried, that the Board of Directors accept the recommendation and approve this merger.

CONSIDERATION OF APPLICATION OF NATIONAL ASSOCIATION OF SCHOOL SECRETARIES FOR DEPARTMENTAL STATUS—The National Association of School Secretaries, which has met for several years as an allied group at the annual meeting of the Association, has applied for departmental status. More than the required number of signatures to a petition have been secured. Consideration was given to the fact that this involves a group closely associated with classroom work but not clearly a part of it. It was pointed out that in several states, the group of School Secretaries is a department of the state association or holds meetings in connection with the state meetings and that every effort is being made by the group to raise the professional status. A motion was made by *M. D. Collins* (Georgia), seconded by *W. F. Hall* (Arkansas) and carried, that the Board of Directors recommend to the Representative Assembly that the application of the National Association of School Secretaries to become a department of the NEA be acted upon at the next meeting.

REPORT OF THE PRESIDENT INCLUDING A REPORT ON THE UNITED NATIONS CONFERENCE FOR INTERNATIONAL ORGANIZATION—*President Schlagle* stated that this has been a fruitful year, filled with events of great importance. The growth and influence of the NEA are being felt thruout the country. He paid special tribute to the loyal cooperation and effective work of the Directors, State Secretaries and headquarters staff. Among some of the important meetings attended and in which he has participated during the year are: The American Legion Convention; two meetings of the Educational Policies Commission; White House Conference on Rural Education; meeting of State Secretaries; Conference concerning education with Governor Dewey of New York, who was then a presidential candidate; many state, county and local association meetings; meetings of state and regional groups of the PTA and civic groups. In addition to the meetings attended, a large amount of correspondence has been carried on. The highlight of the year has been the United Nations Conference for International Organization, which opened in San Francisco on April 25, 1945. Forty-two national organizations representing many important phases of our American life were each invited to send a consultant and two advisers to this conference. Two of these organizations were educational in character—the National Education Association and the American Council on Education. *William G. Carr*, Associate Secretary of the NEA and Secretary of the Educational Policies Commission, served as consultant for the NEA and *Ben M. Cherrington*, Chancellor of the University of Denver and Chairman of the NEA Committee on International Relations, and *President Schlagle* served as advisers.

President Schlagle spent forty-five days in San Francisco, arriving about two weeks after the opening of the Conference. Fifty nations were represented at San Francisco. The American delegation consisted of *Edward R. Stettinius, Jr.*, Secretary of State; *The Honorable Cordell Hull*, former Secretary of State (illness prevented his being there); *Senator Tom Connally*, Texas, chairman of the Foreign Relations Committee of the U. S. Senate, and *Senator Arthur Vandenberg*, Michigan, ranking minority member of the Foreign Relations Committee; *Representative Sol Bloom*, New York, chairman of the Foreign Affairs Committee of the House of Representatives, and *Representative Charles A. Eaton*, New Jersey, ranking minority

member of the Foreign Affairs Committee; *Dean Virginia Gildersleeve* of Barnard College and *Commander Harold Stassen*, formerly Governor of Minnesota.

Preparation for the conference was based on several documents and meetings: the Atlantic Charter, August 1941; Declaration of the United Nations, January 1942; Fulbright Resolution, September 1943; Moscow Conference and Connally Resolution, November 1943; Teheran Conference, December 1943; Dumbarton Oaks Conference, October 1944; Crimea Conference, September 1945 and the Mexico City Conference, March 1945. Its purpose was to prepare a charter which would guarantee world peace. The Dumbarton Oaks proposals made no provision for educational cooperation among nations. It was the purpose of the NEA and other organizations to secure a place for education in the San Francisco Charter. This was made difficult by the attitude of some members of the American delegation.

Work on an International Office of Education has been going on for sometime thru publications of the Educational Policies Commission, the Liaison Committee on International Education, and other groups. The Mundt Resolution in the House and the Fulbright-Taft Resolution in the Senate for an International Office of Education passed the Congress without a dissenting voice. After much strenuous work and many complications, an agreement was reached for the inclusion of education in the Charter. Those of the American delegation who gave most support to the group were *Secretary Stettinius*, *Commander Stassen*, and particularly *Dean Gildersleeve*, who worked vigorously for education thruout the Conference.

The work of our consultant and advisers was made possible by the War and Peace Fund raised by teachers thruout the country. With specific recognition in the United Nations Charter, education now has a chance to play an important part in the future peace of the world. Much of the ground work for this achievement may be traced to the united teamwork of teachers who have learned the power of organization. The first step has been accomplished. It must be followed up relentlessly or our victory can become defeat. It is expected that a call will be issued this fall for a meeting of representatives of the fifty nations to draw up a charter for an International Office of Education.

PUBLICATION ON UNITED NATIONS CONFERENCE—The NEA will have ready for distribution to teachers in September a publication on the United Nations Conference.

REPORT OF THE BOARD OF TRUSTEES AND FINANCIAL REPORT—In the absence of *Joseph H. Saunders*, Chairman of the Board of Trustees and *Edgar G. Doudna*, Vice Chairman, the reports were given by *H. A. Allan*, Business Manager of the Association. On motion by *Harvey E. Gayman* (Pennsylvania), seconded by *John T. Wahlquist* (Utah) and carried, the report of the Board of Trustees and the Financial Report were adopted.

TREASURER'S REPORT—The Treasurer's Report was given by *B. F. Stanton*, Treasurer. The audit of the Association's accounts was made again this year by Wayne Kendrick and Company, Certified Public Accountants of Washington, D. C. On motion by *Daniel W. MacLean* (New Hampshire), seconded by *Mrs. D. Edna Chamberlain* (Oklahoma) and carried, the report of the Treasurer was adopted.

BUDGET REPORT—The report of the Budget Committee was given by *C. Marguerite Morse* (Florida), Chairman of the Budget Committee. *Miss Morse* called special attention to the fact that the established policy of the Budget Committee in former years has been to recommend appropriations for the ensuing year for a total amount equal to the income of the preceding year. In making recommendations for 1945-46, the Budget Committee recognized the increase in membership dues and based its recommendations on amount equal to the 1944-45 income plus the amount that would result from payment of \$1 additional dues for the same number of members as of 1944-45.

Total income 1944-45	\$ 782,014
Amount at rate of \$1 per member for	
317,366 \$2 members in 1944-45	317,366
Total budget 1945-46	\$1,099,380

Following discussion of the budget, a motion was made by *Linwood J. Kelley* (Maine), seconded by *Harvey E. Gayman* (Pennsylvania), that the report of the Budget Committee be adopted. Further discussion followed. A motion to adjourn, made by *Helen Bradley* (Ohio), seconded by several directors and carried, closed discussion and temporarily postponed action on adoption of the report of the Budget Committee.

The meeting adjourned at 5:30 p. m.

CHICAGO, ILLINOIS
WEDNESDAY, JULY 4, 1945

ROLL CALL: *Secretary Givens* called the roll which showed those of the previous day in attendance.

NEA SERVICES—PAST AND PROPOSED—*Secretary Givens* discussed briefly new services which the Association has rendered during the past and additional services planned for next year in anticipation of increased income as a result of the increase of \$1 annual dues. Among the additional services of the past year are: the reorganization of committees, making more funds available for programs of committees; meetings of the Executive Committee every sixty days; additional funds for the Board of Directors; services in the field of membership increased over \$20,000; expanded publicity program; holding of luncheons in New York City and Chicago for editors of outstanding magazines and national advertisers; White House Conference on Leadership of Women, resulting in the building of a national roster of capable women who may be called upon for national service; White House Conference on Rural Education; issuing a Leaders Letter which has gone to a mailing list of about 16,000; distribution of *Education A Mighty Force*, the Secretary's annual report, to over 50,000 people, a large number of whom were laymen; intensive program of teacher recruitment; research bulletin on postwar education; additional service to rural education by the addition to the staff of *Lois M. Clark* as assistant director of the Division of Rural Service; information on federal educational legislation and increased activity on federal aid; obtaining a place for education in the United Nations Charter; investigation of personnel practices in the Chicago Public Schools; strengthening of departments; two conferences on education for returning veterans. Among the new services planned, *Secretary Givens* mentioned the addition of an assistant secretary, *Karl H. Berns*, who will coordinate all field work and give general direction to the work of committees; NEA motion picture; *The Public and Education*, a publication for laymen; appointment of a committee which will visit England to study the elementary school child and his environment; special bulletin on better light and better sight thru education; extension of service in the international field—*Vanett Lawler* representing the NEA in South American countries where she will contact teachers associations; entire financing of EPC by NEA and AASA; Policies Commission is undertaking a study in the elementary field similar to the one made in the secondary field, it is designed to get down to the "grass roots"; proposal for the employment of an individual who will give full time to international relations—this individual will work under the direction of *William G. Carr*; creation of three new divisions at headquarters—Adult Education Service, Audio-Visual Instructional Service, and Travel Service—will add very much to the services being rendered.

ADOPTION OF THE BUDGET—Following the outline of services by *Secretary Givens*, an explanatory statement on the application of funds for new projects and normal expenditures as set up in the budget was made by *H. A. Allan*, Business Manager. A motion was then made by *Harvey E. Gayman* (Pennsylvania), seconded by *Mrs. Louise Beyer Gridley* (California) and carried, that the report of the Budget Committee be adopted.

CLOSER COOPERATION WITH THE AMERICAN TEACHERS ASSOCIATION—Closer cooperation with the American Teachers Association was discussed. A motion was made by *H. G. Greer* (Alabama) that the president and the executive secretary be

requested to discuss this problem with leaders of the ATA and that it be left to the discretion of *Secretary Givens* and *President Schlagle* to work out closer relationships. Seconded by *Irving F. Pearson* (Illinois) and carried.

PRESENTATION OF NEA HISTORY AND HANDBOOK—The *NEA History* and the *NEA Handbook*, two working tools which have been developed for use in the field next year, were explained by *Joy Elmer Morgan*, Director of the Division of Publications, who was responsible for their publication.

NEA MOTION PICTURE ON THE ORGANIZED PROFESSION—The script and production of the picture are being done by *Irving Jacoby* of the Overseas OWI Film Unit. The script has been approved and actual shooting has begun. The title has not been selected. It will portray the American teacher in the classroom and out. It will be apparent that the teacher is working thru professional organizations. The picture will be of interest to groups of lay people. Immediately following the main feature will come a trailer to stimulate discussion by teachers. The film has been planned by a staff committee working with the *Executive Secretary* and *Irving Jacoby*. The committee includes *William G. Carr*, *Donald DuShane*, *Frank Hubbard*, *Hilda Maehling*, *Lyle Ashby*, Chairman. It will be 16 mm. sound film in black and white. Copies will be available about September 1. It is hoped that it may be shown to teachers groups in every state. Much interest was expressed in the film by the directors. It is the first film ever developed by the NEA with the exception of the American Education Week trailers.

LEGISLATIVE ACTIVITIES—A report on activities in the field of educational legislation with particular emphasis upon federal aid for public education was given by *R. B. Marston*, Director of the Division of Legislative and Federal Relations. *Mr. Marston* reported briefly on the entire area of legislation. His report on federal aid covered the hearings before both education committees of Congress. The Senate is generally favorable to the bill S. 181, but more work is necessary in the House to assure enough members favorable to the measure for passage. Much work has been done out in the field—much remains to be done. Any piece of federal legislation can be enacted if the members of Congress know their constituents desire it. *Joy Elmer Morgan* gave a brief report on the measure proposing to change the postage rate on books.

WORLD CONFERENCE OF THE TEACHING PROFESSION—Action was taken by the Executive Committee in November 1944 to hold a world conference of the teaching profession as soon as transportation warrants. The NEA is inviting one or two delegates to attend the conference from that teachers association in each of the countries of the United Nations which is most nearly comparable to the NEA. The conference will be approximately two weeks in duration and will be held in this country. A state teachers association will serve as host to the delegate of one country and will pay the round trip traveling expenses from the point of entry to the conference and the living expenses at the conference. Delegates from enemy countries will not be invited and it is yet to be determined whether delegates from neutral countries will be invited. The list of teachers organizations is being obtained from the Department of State. Teachers associations of seventeen countries have been invited to date. Already twelve state associations have agreed to serve as hosts. Final agenda for the conference will be developed cooperatively by all the associations participating. The purpose of the conference is to bring together members of the teaching profession to discuss what education can do to play its role in the world situation.

APPROVAL FOR CREATING A DIVISION OF TRAVEL SERVICE—It is proposed that the NEA create a Division of Travel Service to give all members who desire to do so an opportunity to travel at very low costs. The plan would include establishing camps in various sections of the country for rest, recreation, and cultural purposes. The plan met with enthusiastic approval by the Board. A motion was made by *Leland Pryor* (California) that it is the consensus of the Board that the Executive Committee proceed with the plan as rapidly as possible. Seconded by *Craig P. Minear* (Colorado). Carried.

The meeting adjourned at 6 p. m.

CHICAGO, ILLINOIS
THURSDAY, JULY 5, 1945

President Schlagle called the meeting to order at 9 a. m. All Directors attending the previous meetings were present but several found it necessary to leave before adjournment.

EXPANSION OF THE JOURNAL—*Joy Elmer Morgan*, editor of *The Journal*, reviewed the early days of *The Journal*, which was started in 1921. The depression of 1933 resulted in a cutback from which it has never recovered. Our aim should be to have a magazine second to none in America.

DIVISIONS OF ADULT EDUCATION SERVICE AND AUDIO-VISUAL INSTRUCTIONAL SERVICE—*Secretary Givens* announced creation by the Executive Committee of two new divisions at headquarters which give service in two important fields. The directors of these divisions may serve as secretaries of the Departments of Adult Education and Visual Instruction, making the departments much more effective. Because of limited finances, the departments have been restricted in their ability to function. The whole problem of veterans education will be tied in closely with the work of the new Division of Adult Education Service. The value of audio-visual instructional aids of all kinds has been amply demonstrated during the war. This service of the NEA will be helpful nationwide in all phases of instruction.

PROPOSAL FOR REORGANIZATION OF FEDERAL GOVERNMENT—It is expected that *President Truman* will give serious consideration to the reorganization of the federal government before the close of the current year. Two proposals which give education a prominent place in the federal government have been prepared and submitted to the NEA for consideration. One is a report by the Committee on Reorganization of Community Services of the Woman's Foundation. Co-chairmen of the committee are *Mrs. Eugene Meyer* of Washington and *Leonard Mayo*, dean, School of Applied Social Sciences, Western Reserve University, Cleveland. This report recommends, on the federal level, a Department of Education, Health, Recreation, Welfare and Social Insurance, headed by a secretary with Cabinet rank, and has already been presented to *President Truman*. The other report was prepared by representatives of the following groups: the American Association of University Women; Association for Childhood Education; National Congress of Parents and Teachers; and the National Council of Jewish Women. It proposes a Department of Human Resources. This plan will be placed before *President Truman* soon. *Secretary Givens* pointed out the fact that the platform of the NEA still stands for a Department of Education with a Secretary in the President's Cabinet. With the changing conditions and present trends, the Association has recently advanced other ideas with regard to the setup for education in the federal scheme. Several of our recent publications have discussed a federal board of education which would be a policy-making body appointed by the President and confirmed by the Senate. Such a board would select the United States Commissioner of Education. The question under consideration was what position the Association should take with regard to the two proposals already drawn up or any others that might be proposed in light of our statement of policy in the platform. After discussion of the matter, a motion was made by *L. P. Terrebonne* (Louisiana), seconded by *Helen Bradley* (Ohio) and carried, that it is the consensus of the Board that the Executive Committee of the Association accept and support such terminology as seems best to secure the highest possible place for education on the federal level.

REPORT ON THE CHICAGO INVESTIGATION—Because of many requests from organizations in Chicago—both educational and civic—to investigate certain aspects of administration in the schools and because of the concern of the Association over the welfare of education in Chicago, the NEA Executive Committee in October 1944 requested its Defense Commission to make an investigation of certain personnel practices in the Chicago Public Schools. *Donald DuShane*, executive secretary of the Defense Commission, gave a brief report of the investigation which began in November 1944 and was concluded in May 1945. The complete report is avail-

able in printed form. The report shows the dominating influence of the president of the board of education, *James B. McCahey*, and Superintendent of Schools *William H. Johnson*. Some of the conditions and practices found by the investigating committee are: (1) Voting for the appointment of relatives of board members to positions in the schools; (2) Allowing politicians to influence numerous appointments and contracts; (3) Failing to give courteous and careful consideration to suggestions and criticisms from teachers, parents, and civic organizations; (4) Failing to investigate charges of dishonesty and irregularities in the 1937 principals' examination and other charges against the school administration; (5) Conducting public board meetings in such a way as to keep the public ignorant of school affairs; (6) Unjustly transferring and demoting efficient teachers without a hearing or advance notice; (7) Allowing the president of the board to function as a school executive; (8) Allowing one or two people to make board decisions or, in other words, permitting a "one-man" board; (9) Permitting "spy systems" to be operated among its employees; (10) Allowing children to be placed in overcrowded rooms, thus to a considerable extent defeating the purposes of the schools; (11) Permitting attempts to control, dominate, and frustrate teachers organizations; failing to protect the independence and morale of teachers; and failing to make adequate cost-of-living adjustments in teachers' salaries.

CONFERENCES WITH LAY LEADERS—*Mr. DuShane* reported also on the Joint Conferences on Postwar Problems and Education which have been launched by the Defense Commission for the purpose of giving the schools the benefit of constructive thinking on education and to build public support for schools. These conferences have been held in Raleigh, Charleston, Nashville, Atlanta, Columbia, Helena, Sacramento, Los Angeles, and San Francisco. Others scheduled during August and September in Salt Lake City, Denver, Portland, and Seattle. Purposely the ratio of participants is approximately two lay leaders to one educator. Representatives of labor, agriculture, business, and industry, civic organizations, chambers of commerce, League of Women Voters, PTA, patriotic groups, American Legion and American Association of University Women, and similar organizations are included. The state education association in each case is co-sponsor of the conference. Each conference has been highly successful from the standpoint of interest and cooperation. Appeals for more and better educational opportunities and for greater intelligent participation of citizens in government have come from lay leaders as a result of these conferences.

EXPANSION OF SERVICE IN PUBLIC RELATIONS FIELD—*Secretary Givens* discussed some of the possibilities of increased service to our members in the field of public relations. It is planned to have a Division of Public Relations with a staff adequate to cover the entire field and to give more help to local communities.

ROLL CALL OF STATES—Each director present responded to the roll call by giving a report on outstanding accomplishments, problems, and unified membership in his respective state. These were outstanding and significant reports, indicating much hard work and thoughtful planning in organizing and carrying forward the program of the past year. Most states reported successful legislative campaigns. A common problem reported by all is the lack of well-qualified teachers and the large number of emergency teachers. A more intensive program of recruitment of teachers was urged. The directors for Virginia, Colorado, Oklahoma and Tennessee reported an increase in dues in their respective state associations this year. Several directors are now members of the Executive Board of the state association. All have moved forward toward the goal of the Five-Year Program. There was expressed a general awakening of interest in professional organization.

APPROPRIATION OF FUNDS TO MEET EXPENSES FOR 1945-46—A motion was made by *Harvey E. Gayman* (Pennsylvania), seconded by *John Rushing* (representing Oregon), and carried, that the Board of Directors appropriate funds to meet the budget for the ensuing year.

LETTER TO BOARD OF EDUCATION, KANSAS CITY, KANSAS—A motion was passed that the Executive Secretary be asked to write a letter to the Board of Education in Kansas City, Kansas, expressing appreciation for its generosity in allowing

Superintendent Schlagle sufficient time to carry on adequately the duties of the office of president of the Association and hoping that similar arrangements can be made for 1945-46.

APPRECIATION—After *Secretary Givens* had spoken in highest terms of the inspiring meeting, the excellent work of the Directors thru common objectives and unified action, *Harvey E. Gayman* (Pennsylvania), speaking for the Board of Directors, stated that this has been the greatest that they have ever attended because of the morale and fine spirit, the outstanding reports of achievement, the development of a great program thru our unified education association and the vision of our leaders. *Mr. Gayman* moved that a vote of thanks be given *President Schlagle* and his officers, *Secretary Givens* and the headquarters staff and that the Board pledge its unified and vigorous support to the program visioned in the year ahead. Seconded by several Directors and carried.

LETTER OF APPRECIATION TO JOSEPH H. SAUNDERS—A motion was made by *M. D. Collins* (Georgia), seconded and carried, that a letter of appreciation from the Board be sent to *Mr. Saunders*, Chairman of the Board of Trustees.

LETTER TO DIRECTORS NOT PRESENT—A motion was made by *Helen Bradley* (Ohio), seconded by *C. Marguerite Morse* (Florida) and carried, that a letter be sent to Directors not present at the meeting, expressing appreciation for their fine work and offering assistance in developing their program for the coming year.

The meeting adjourned at 5:30 p. m.

WILLARD E. GIVENS, *Executive Secretary*
F. L. SCHLAGLE, *President*

BUFFALO, NEW YORK
MONDAY, JULY 1, 1946

The meeting of the Board of Directors of the National Education Association convened at 10:00 a. m. in the Hotel Statler. The meeting was called to order by *President F. L. Schlagle*. *Secretary Givens* called the roll with the following responses: Elected directors—Alabama—*H. G. Greer*; Alaska—*Sara J. Fernald*; Arizona—*Winona Montgomery*; Arkansas—*H. R. Pyle* substituting for *W. F. Hall*; California—*Mrs. Louise Beyer Gridley* and *Leland M. Pryor*; Colorado—*Craig P. Minear*; Connecticut—*Albert C. Merriam*; Delaware—*H. V. Holloway*; District of Columbia—absent; Florida—*C. Marguerite Morse*; Georgia—absent; Hawaii—*James R. McDonough*; Idaho—absent; Illinois—*Susan Scully*; Indiana—*L. V. Phillips*; Iowa—*Gerald W. Kirn*; Kansas—*F. L. Schlagle*; Kentucky—*R. E. Jagers*; Louisiana—absent; Maine—*Linwood Kelley*; Maryland—*Eugene W. Pruitt*; Massachusetts—*Everett J. McIntosh*; Michigan—*Mary Ellen Lewis*; Minnesota—absent; Mississippi—*H. V. Cooper*; Missouri—*Grace Riggs*; Montana—*Martin P. Moe*; Nebraska—*Pearl Donoho*; Nevada—absent; New Hampshire—*Daniel W. MacLean*; New Jersey—*Mrs. Lelia Brown Thomas*; New Mexico—*R. J. Mullins*; New York—*Mrs. Marguerite Welch*; North Carolina—*Bertha Cooper*; North Dakota—*F. Ray Rogers*; Ohio—*Helen Bradley* and *H. C. Roberson*; Oklahoma—*Alva Wells* substituting for *W. Max Chambers*; Oregon—*Carl E. Aschenbrenner* substituting for *Marie Lessing*; Pennsylvania—*Mabel Studebaker* and *Harvey E. Gayman*; Puerto Rico—absent; Rhode Island—absent; South Carolina—*S. David Stoney*; South Dakota—*Frank Gellerman*; Tennessee—absent; Texas—*Mrs. Virginia Lee Link*; Utah—*RuLon H. Manning* substituting for *John T. Wahlquist*; Vermont—*Joseph A. Wiggin*; Virginia—*Mrs. Eleanor P. Rowlett*; Washington—*Grace C. Campbell*; West Virginia—*W. W. Trent*; Wisconsin—*George R. Rankin*; Wyoming—*Clyde W. Kurtz*. Directors ex officio—*F. L. Schlagle*, president; *Mrs. Mary D. Barnes*, first vicepresident; *B. F. Stanton*, treasurer; *Edgar G. Doudna*, vice chairman of the Board of Trustees. Life directors—Teachers Institute of Philadelphia represented by *Samuel Parry*. Presidents of the association prior to 1937—*Cornelia Adair*, *Florence Hale*, *Fred M. Hunter*, *Uel W. Lamkin*, *E. Ruth Pyrtle*, *Joseph Rosier*.

ACTION ON SUBSTITUTES—*Harvey E. Gayman* (Pennsylvania) moved the resignation of the following and the substitution of those named for the meetings of the Board: *H. R. Pyle* for *W. F. Hall* (Arkansas); *Carl E. Aschenbrenner* for *Marie Lessing* (Oregon); *Alva Wells* for *W. Max Chambers* (Oklahoma); *RuLon H. Manning* for *John T. Wahlquist* (Utah).

PROPOSED AMENDMENTS TO THE BYLAWS—*Secretary Givens* presented the proposed amendments to the bylaws which were to be acted upon by the Representative Assembly. The amendment to Article I, Section 3, was discussed. This proposes a sliding scale of dues from \$2 to \$10 for those who receive *The Journal*; an increase of dues from \$5 to \$12 for those who want all publications; and an increase from \$100 to \$125 for a life membership. A motion was made by *Mrs. Virginia Lee Link* (Texas) that the Board of Directors go on record as disapproving the amendment. Seconded by *Mary Ellen Lewis* (Michigan). Carried.

The amendment to Article II, Section 1 (b) was carried over from the Pittsburgh meeting in 1944. This amendment would bring the bylaws into conformity with the court decision concerning membership on the Board of Directors of presidents of the Association prior to July 1, 1937. A motion was made by *Mrs. Louise Beyer Gridley* (California), seconded by *Craig P. Minear* (Colorado) that the Board approve this amendment. Carried.

The amendment to Standing Rule Six would empower the Board of Trustees to designate an associate and/or an assistant secretary to perform the duties of the executive secretary. A motion was made by *Alva Wells* (Oklahoma), seconded by *Mrs. Virginia Lee Link* (Texas) that the Board approve this amendment. Carried. Later in the meeting, this action was reconsidered on motion by *Harvey E. Gayman* (Pennsylvania), seconded by *L. V. Phillips* (Indiana) and carried. Following this action, *Harvey E. Gayman* (Pennsylvania) made a motion proposing the following amendment to the amendment to Rule Six: "provided, however, *that in the event of extended absence from the United States, prolonged illness or death*, that the Board of Trustees may empower an associate and/or an assistant secretary to perform any or all duties of the executive secretary. Such associate secretary and/or assistant secretary shall give bond for the faithful performance of his duties for the same amount as required by the Board of Trustees." Seconded by *W. W. Trent* (West Virginia). Carried.

A motion was made by *Harvey E. Gayman* (Pennsylvania), seconded by *W. W. Trent* (West Virginia) and carried, that the Board of Directors approve the amendment to Standing Rule Six as amended above.

Amendment to Article II, Section 1 (d) would increase the size of the Executive Committee from nine to eleven members, six to be elected by the Representative Assembly for a three-year period on a rotating basis. After discussion of this proposal, a motion was made by *R. E. Jagers* (Kentucky), seconded by *Mrs. Lelia Brown Thomas* (New Jersey) and carried, that the President appoint a committee to prepare an amendment to the amendment, the spirit of which would be a continuity of service on the Executive Committee and that some of the members be elected by the Board of Directors. Later in the meeting, the committee, *R. E. Jagers* (Kentucky), Chairman; *Mrs. Lelia Brown Thomas* (New Jersey); *L. V. Phillips* (Indiana), proposed the following amendment:

The executive committee shall consist of nine members as follows: the president of the Association, the junior past-president, the first vicepresident, the treasurer, the chairman of the Board of Trustees, two members elected by the Representative Assembly for terms of two years, and two members elected by and from the Board of Directors for terms of two years. All members so elected shall take office at the close of the annual meeting in 1946 and the members elected by the Representative Assembly and the Board of Directors shall draw lots to determine who shall serve terms of one year or two years, so that one member elected by each body may serve one year and the other two years. Thereafter all terms of office for such members shall be two years.

President Schlagle asked the committee to confer with the parliamentarian to determine whether this amendment to the amendment might be considered by the Representative Assembly at the coming session. The parliamentarian ruled that according to previous action of the Association, a proposed amendment may not be announced and acted upon immediately—except by unanimous vote—but must lay over for one year before action may be taken. A motion was made by *Craig P. Minear* (Colorado), seconded by *Mrs. Marguerite Welch* (New York) and carried, that the Board of Directors oppose the amendment to Article II, Section 1 (d) as printed in the program and that the Board propose a substitute amendment to lay over for one year.

PRESENTATION OF COMMITTEE REPORTS—The following committee reports were presented by *Secretary Givens*, particular attention being called to the recommendations contained therein: International Relations, Citizenship, Credit Unions, Tenure and Academic Freedom, and Professional Ethics. A motion was made by *Helen Bradley* (Ohio), seconded by *Mrs. Louise Beyer Gridley* (California) and carried, that the Board of Directors accept these reports.

RECOMMENDATIONS AND SUGGESTIONS OF THE EXECUTIVE COMMITTEE—*L. V. Phillips* (Indiana), chairman of the Subcommittee on Affiliations of the Executive Committee, read the amendment to Article II, Section 5 of the bylaws which would provide for the basis of delegate representation for local associations to be the same as for state associations. After discussion, a motion was made by *Mabel Studebaker* (Pennsylvania), seconded by *Leland M. Pryor* (California) and carried, that the Board approve this proposal of the Executive Committee.

A motion by *W. W. Trent* (West Virginia) that the Board support the Executive Committee in its action not to accept statewide organizations as local affiliated associations was seconded by *L. V. Phillips* (Indiana) and tabled.

A motion was made by *Harvey E. Gayman* (Pennsylvania), seconded by *Gerald W. Kirn* (Iowa) and carried, that the matter be laid on the table until later in the meeting when all suggestions of the Executive Committee may be presented.

VICTORY ACTION PROGRAM—*Joy Elmer Morgan*, editor of the *NEA Journal*, spoke of the fine progress that the Five-Year Program of Unification, Expansion, and Development has made and the need for a program of action to implement it. Certain suggested goals have been set up toward which to work during the next five years. It is hoped that every professional organization will work toward the achievement of at least one of these goals. A motion was made by *W. W. Trent* (West Virginia), seconded by *Fred M. Hunter* (Oregon) and carried, that the report be accepted.

Following the noon recess, the Board reconvened at 2:00 p. m.

The meeting was called to order by *President Schlagle*. In addition to those present at the morning session were *Frank E. Bass* substituting for *Wilson New* (Tennessee) and *Marie Howard* substituting for *James F. Rockett* (Rhode Island). A motion was made by *Albert C. Merriam* (Connecticut) that *Mr. Bass* and *Miss Howard* be seated as substituting for the regular Directors. Motion carried.

Other members present who had not been present for the morning session were *M. D. Collins* (Georgia), *W. W. Christensen* (Idaho), *Irving F. Pearson* representing the Illinois Education Association, and past-presidents *Henry Lester Smith* (Indiana) and *Willis A. Sutton* (Georgia). *L. P. Terrebonne* (Louisiana) arrived late in the meeting.

AMENDMENTS TO BYLAWS CONTINUED—*President Schlagle* called upon *Edgar G. Doudna* (Wisconsin) to present an amendment to the bylaws proposed by the Executive Committee which would eliminate the National Council of Education. *Mr. Doudna* gave a brief history of the Council and presented the amendment. A motion was made by *Mr. Doudna*, seconded by *H. V. Holloway* (Delaware) and carried that the Board of Directors support this amendment which will be voted upon by the Representative Assembly one year hence.

COMMITTEE AND COMMISSION REPORTS CONTINUED—*Secretary Givens* presented the recommendations in the following committee and commission reports: Educational

Policies Commission, Legislative Commission, Defense Commission, Safety Commission, Retirement Council, Tax Education and School Finance, Teacher Preparation, NEA and American Legion, NEA and ALA, NEA and AMA, NEA and ATA, NEA and NCPT. A motion was made by *Leland M. Pryor* (California), seconded by *Daniel W. MacLean* (New Hampshire) and carried, that the reports be accepted.

ELECTION OF MEMBER OF THE BOARD OF TRUSTEES TO FILL THE UNEXPIRED TERM OF JOSEPH H. SAUNDERS—*Secretary Givens* stated that during the past year the Association has lost two of its most valuable members—*Secretary Emeritus James W. Crabtree*, whose death occurred on June 9, 1945, and *Joseph H. Saunders*, chairman of the Board of Trustees, whose death occurred on February 9, 1946. The Board stood in a moment of silent respect for these two who had borne great responsibility for the Association.

Nominations were called for and *S. D. Stoney* (South Carolina) placed in nomination the name of *A. C. Flora*, Superintendent of Schools, Columbia, South Carolina and past-president of the Association. The nomination was seconded by *Willis A. Sutton* (Georgia). A motion was passed that nominations be closed and the Secretary be instructed to cast the unanimous ballot for *A. C. Flora* (South Carolina) as a member of the Board of Trustees for the unexpired term of *Joseph H. Saunders*. The unanimous ballot was cast and *President Schlagle* declared *A. C. Flora* unanimously elected.

REPORT OF THE BOARD OF TRUSTEES—*Edgar G. Doudna* (Wisconsin), Vicechairman of the Board of Trustees, presented the report of the Board and moved its acceptance. Seconded by *Daniel W. MacLean* (New Hampshire) and carried.

REPORT OF THE TREASURER—*B. F. Stanton* (Ohio), treasurer, gave the report and moved its acceptance. Seconded by *RuLon H. Manning* (Utah) and carried.

REPORT OF THE BUDGET COMMITTEE—*C. Marguerite Morse* (Florida), Chairman of the Budget Committee, presented the report and made a motion that the Board of Directors recommend to the Representative Assembly the adoption of the report. Seconded by *Craig P. Minear* (Colorado). Carried.

1947 MEETING—*President Schlagle* called upon *H. A. Allan*, Business Manager, to discuss prospects for a meeting of the Association in 1947. *Mr. Allan* reported that only two cities, Detroit and Cincinnati, have extended invitations for the meeting and they have definitely stipulated that the invitations are for a meeting of the Representative Assembly only; that they are not in a position to invite a big convention. It was suggested that the matter of selecting a meeting place be deferred until later in the year. Appreciation was expressed to *Mr. Allan* for his fine cooperation in connection with a difficult housing situation in Buffalo.

REPORT OF THE CONFERENCE ON TEACHER CRISIS—*Ralph McDonald*, staff liaison for the Committee on Teacher Preparation and Certification, reported on the National Conference held at Chautauqua, New York, June 28-29, 1946, on Teacher Preparation and Supply. There were present over 300 representatives of nearly 100 national and state organizations from various areas in the field of teacher crisis. There were seventeen groups working on various phases of the problem. All levels of education were represented as well as forty-one national lay organizations. Bringing together people from all levels of education as well as lay groups to discuss these critical problems should result in action to improve the situation.

CHANGE IN NAME OF DEPARTMENT—The request of the National Association of Teachers of Speech to change its name to Speech Association of America was approved on motion by *M. D. Collins* (Georgia), seconded by *S. David Stoney* (South Carolina) and carried.

INCREASE IN PER DIEM ALLOWANCE FOR DIRECTORS—A motion was made by *Mrs. Lelia Brown Thomas* (New Jersey), seconded by *Mrs. Louise Beyer Gridley* (California) and carried, allowing actual expenses of Directors at the convention an amount not to exceed \$12 a day.

CONSIDERATION OF RECOMMENDATIONS AND SUGGESTIONS OF THE EXECUTIVE COMMITTEE—A motion was made by *Harvey E. Gayman* (Pennsylvania), seconded by *Irving F. Pearson* (Illinois) and carried, that the amendment presented earlier by

L. V. Phillips (Indiana), which would provide for the basis of representation for local affiliated associations to be the same as for the state association, be taken from the table. A motion was made by *Mr. Gayman*, seconded by *RuLon H. Manning* (Utah) and carried, that the Board of Directors approve for presenting to the Representative Assembly for action next year the amendment to Article II, Section 5 as presented by *Mr. Phillips*. *Mr. Gayman* discussed duplication of representation and then moved that in determining the number of delegates to which a local association shall be entitled in the NEA Representative Assembly, the paid NEA membership roster from such local association shall be the basis of computation. Seconded by *Martin P. Moe* (Montana). Carried.

A motion was made by *Mr. Gayman* that the number of delegates to which an affiliated association shall be entitled, local or state, shall be computed on the paid NEA membership of such affiliated association on May 31 of the next year preceding the year of the meeting of the Representative Assembly during which they shall serve. Seconded by *H. G. Greer* (Alabama). *W. W. Trent* (West Virginia) made a motion to amend *Mr. Gayman's* motion by the substitution of December 31 for May 31. Seconded by *Albert C. Merriam* (Connecticut). *R. E. Jagers* (Kentucky) moved that the motion and the amendment be laid on the table. Seconded by *Mrs. Lelia Brown Thomas* (New Jersey) and carried.

The meeting adjourned at 5:30 p. m.

WILLARD E. GIVENS, *Executive Secretary*
F. L. SCHLAGLE, *President*

BUFFALO, NEW YORK SATURDAY, JULY 6, 1946

The newly elected Board of Directors held a breakfast meeting in the Hotel Statler at 7:30 a. m. The meeting was called to order by *Secretary Givens*, who called the roll, following which he read a letter from *Alice L. Vail*, Director for Arizona, who is recovering from an operation on her eyes which was performed a year ago and for this reason was unable to be present. A motion was made by *Mrs. Lelia Brown Thomas* (New Jersey) that a letter of greeting and cheer be sent *Miss Vail* from the Board. It was so ordered.

ACTION ON SUBSTITUTES—*Martin P. Moe* (Montana) moved the resignation of the following and the substitution of those named for this meeting. Seconded by *Willis A. Sutton* (Georgia) and carried. *Winona Montgomery* for *Alice L. Vail* (Arizona), *Mrs. Bessie Cramer* for *Mrs. Mary D. Resh* (District of Columbia), *J. L. Foust* for *R. E. Jagers* (Kentucky), *Alva Wells* for *W. Max Chambers* (Oklahoma), *Frank E. Bass* for *Wilson New* (Tennessee), *RuLon H. Manning* for *John T. Wahlquist* (Utah), *W. W. Trent* for *Jessie Cunningham* (West Virginia).

The following newly elected Directors and those reelected to succeed themselves were present: *H. R. Pyle* (Arkansas), *Malcolm P. Murphy* (California), *Albert C. Merriam* (Connecticut), *C. Marguerite Morse* (Florida), *James R. McDonough* (Hawaii), *Gerald W. Kirn* (Iowa), *Linwood J. Kelley* (Maine), *Martin P. Moe* (Montana), *Daniel W. MacLean* (New Hampshire), *R. J. Mullins* (New Mexico), *Carl E. Aschenbrenner* (Oregon), *Mabel Studebaker* (Pennsylvania), *Marie R. Howard* (Rhode Island), *Grace C. Campbell* (Washington), *C. W. Kurtz* (Wyoming). All other states were represented by their Directors except Minnesota and Nevada.

The following ex officio members were present: *Mrs. Pearl A. Wanamaker*, president; *Leonard L. Bowman*, first vicepresident; *B. F. Stanton*, treasurer; *Edgar G. Doudna*, chairman of the Board of Trustees; *Irving F. Pearson* representing the Illinois Education Association; *Samuel Parry* representing the Teachers Institute of Philadelphia. The following past-presidents were present: *Cornelia Adair*, *Florence Hale*, *Fred M. Hunter*, *Uel W. Lamkin*, *E. Ruth Pyrtle*, *Agnes Samuelson*, *Henry Lester Smith*, *Willis A. Sutton*, *Charl O. Williams*.

INTRODUCTION OF NEW PRESIDENT—*President Schlagle* introduced the newly elected president, *Pearl A. Wanamaker*, State Superintendent of Public Instruction, Olympia, Washington, who took the chair.

INVITATIONS FOR THE 1947 MEETING—Invitations for the 1947 meeting were extended as follows: *Helen Bradley*, NEA director for Ohio, for Cincinnati; *Mayhew Mantor*, president of the Fort Worth Classroom Teachers Association, for Fort Worth; *Mrs. Mary C. Schulz*, president of the Detroit Teachers Association, for Detroit. It was pointed out that the school people and the chambers of commerce of these cities have joined in the invitations for a meeting which would follow the pattern of the Buffalo meeting but not for a large convention. *H. A. Allan*, Business Manager, made the suggestion that no preferential vote for the next meeting be taken now; that the matter be left in the hands of the Executive Committee to explore early in the fall and a recommendation be made and sent by mail to the members of the Board of Directors. *President Wanamaker* stated that if there were no objections this procedure would be followed. No objections were made.

Martin P. Moe (Montana) made reference to the suggestion that consideration be given to holding a regular convention in Yellowstone National Park. This would not be a possibility in 1947 but might be in 1948. He asked for an indication of interest by the Board. A motion was made by *Mrs. Marguerite Welch* (New York), seconded by *Fred M. Hunter* (Oregon), and carried, that the Board support *Mr. Moe* in his efforts to investigate the possibilities for holding the 1948 convention in Yellowstone National Park. *President Wanamaker* asked *Mr. Moe* to report to the Board at its next meeting.

APPOINTMENT OF TELLERS—*President Wanamaker* appointed the following to serve as tellers for the meeting: *Mrs. Marguerite Welch* (New York), chairman; *Malcolm P. Murphy* (California), *RuLon H. Manning* (Utah), *Mrs. Virginia Lee Link* (Texas), and *James R. McDonough* (Hawaii).

NOMINATIONS FOR ELECTION OF MEMBER OF BOARD OF TRUSTEES—*Linwood J. Kelley* (Maine) nominated *Florence Hale* (Connecticut) for reelection. *Mrs. Lelia Brown Thomas* (New Jersey) nominated *Mrs. Mary D. Barnes* (New Jersey) at the request of the New Jersey Education Association and withdrew her name in favor of *Miss Hale* at the request of *Mrs. Barnes*. The nomination of *Miss Hale* was seconded by *H. V. Holloway* (Delaware) and *Joseph A. Wiggin* (Vermont). *Everett J. McIntosh* (Massachusetts) moved that the nominations be closed and the Executive Secretary be instructed to cast the unanimous ballot for *Miss Hale*. Seconded by *Mrs. Lelia Brown Thomas* (New Jersey). The unanimous ballot was cast and *President Wanamaker* declared *Miss Hale* elected as a member of the Board of Trustees.

NOMINATION AND ELECTION OF MEMBER OF BUDGET COMMITTEE—*Joseph A. Wiggin* (Vermont) nominated *Everett J. McIntosh* (Massachusetts) who was elected in 1944 to serve the unexpired term of *F. L. Schlagle* (Kansas) as a member of the Budget Committee. Seconded by *Linwood J. Kelley* (Maine). A motion for the Executive Committee to cast the unanimous ballot for *Everett J. McIntosh* (Massachusetts) for membership on the Budget Committee was made by *Martin P. Moe* (Montana), seconded and carried. The unanimous ballot was cast and *President Wanamaker* declared *Mr. McIntosh* elected to the Budget Committee.

NOMINATIONS FOR TWO MEMBERS OF THE EXECUTIVE COMMITTEE—*S. David Stoney* (South Carolina) nominated *L. V. Phillips* (Indiana). Seconded by *Grace Riggs* (Missouri). *RuLon H. Manning* (Utah) nominated *Glenn E. Snow* (Utah). The nomination of *Mr. Snow* was seconded by *H. V. Cooper* (Mississippi), *Carl Aschenbrenner* (Oregon), and *Martin P. Moe* (Montana). *Mrs. Lelia Brown Thomas* (New Jersey) pointed out the sentiment of the Board for members elected to the Executive Committee to be from the Board of Directors as expressed in a proposed amendment to the bylaws. *H. C. Roberson* (Ohio) nominated *Helen Bradley* (Ohio). Nomination seconded. The nominations were declared closed and ballots were distributed for voting which resulted in the election of *L. V. Phillips* (Indiana),

and *Glenn E. Snow* (Utah) to the Executive Committee as announced by *Mrs. Marguerite Welch* (New York), chairman of tellers.

RESIGNATION OF H. V. HOLLOWAY—In the interim while ballots were being counted for the election of a member to the Executive Committee, *H. V. Holloway* (Delaware) announced his resignation from the Board of Directors and also from the state superintendency. He also announced the election of *John Shilling*, assistant state superintendent, as his successor. *Mr. Holloway* has given twenty-four years service on the Board. His resignation was accepted with regret and *Mr. Shilling* was elected to serve as Director from Delaware for the unexpired term of *Mr. Holloway*, on motion by *B. F. Stanton* (Ohio), seconded by *Willis A. Sutton* (Georgia), and carried. *Mr. Holloway* urged the Board to carry the torch of educational progress for the grandest country in the world. A rising vote of thanks and appreciation was given *Mr. Holloway*.

APPROPRIATION OF FUNDS FOR 1946-47—*Martin P. Moe* (Montana) moved that the Board of Directors appropriate funds to meet the budget for the ensuing year. Seconded by *Mrs. Lelia Brown Thomas* (New Jersey) and carried.

RULES OF PROCEDURE—*Leland M. Pryor* (California) read a resolution proposed by the California delegation as follows:

We, the California delegation to the 1946 Delegate Assembly of the National Education Association, hereby request the Board of Directors to take immediate steps to amend and supplement the Rules of Procedure for the Conduct of Business at the Delegate Assembly as follows: When the nominating or seconding speeches are called for by roll call of states, only one delegate shall be allowed to speak for that state's official delegation for the nominating or seconding of a candidate. After all states have officially reported, the presiding officer will then call for individuals who wish to nominate a candidate or to second such nominations as individuals.

Leland M. Pryor (California) made a motion that this resolution be referred to the Executive Committee. Seconded by *H. C. Roberson* (Ohio) and carried.

COORDINATION AND INTEGRATION—The matter of a more closely organized profession particularly as it relates to state and national associations was discussed. A motion was made by *Irving F. Pearson* (Illinois) that the Executive Committee report to the Board of Directors at its next meeting on the question of integration and coordination of our organizations. Seconded by *Willis A. Sutton* (Georgia). Carried.

REINSTATEMENT OF ELECTED DIRECTORS—A motion was made by *Mrs. Lelia Brown Thomas* (New Jersey), seconded by *Harvey E. Gayman* (Pennsylvania) and carried, that the resignations of members of the Board of Directors who have been substitutes for this meeting be accepted and the regularly elected directors be reinstated.

President Wanamaker declared the meeting adjourned at 9:15 a. m.

WILLARD E. GIVENS, *Executive Secretary*
PEARL A. WANAMAKER, *President*

MINUTES OF THE MEETINGS OF THE EXECUTIVE COMMITTEE

WASHINGTON, D. C.

MONDAY, AUGUST 28, 1944

The Executive Committee convened at 9:45 a. m. in the NEA headquarters building with all members present: *F. L. Schlagle*, president; *Mrs. Edith B. Joynes*, *Mrs. Mary Barnes*, *Leonard L. Bowman*, *L. V. Phillips*, *Joseph H. Saunders*, *Glenn E. Snow*, *B. F. Stanton*, and *Emily Tarbell*. *Mrs. Myrtle Hooper Dahl* and *Edgar G. Doudna* of the Board of Trustees met with the Executive Committee. *Willard E. Givens*, Executive Secretary, and *Harriett M. Chase*, chief assistant to the Secretary, were present.

MINUTES OF THE PITTSBURGH MEETING—After minor corrections, the minutes of the Pittsburgh meeting were approved upon motion of *Mr. Bowman*, seconded by *Mr. Phillips*.

AGREEMENT BETWEEN NEA AND AAJC—The proposed agreement, worked out in cooperation with the president and executive secretary of the American Association of Junior Colleges, was read by *Secretary Givens*. It was thoroly discussed and after slight modification a motion was made by *Mr. Bowman*, seconded by *Mrs. Joynes*, and carried, that the proposed agreement as amended be approved. The conditions agreed upon are:

1. Since the American Association of Junior Colleges is composed of institutional and not individual members, the officers and Executive Committee of the Association agree to use such influence and methods as they deem appropriate to encourage members of the faculties of their institutions to become individual members of the National Education Association in keeping with the spirit of the Five-Year Program of the NEA recently adopted by the Representative Assembly.

2. It is expected that each will actively aid the other by joint or cooperative action in the advancement of common interests and policies.

3. It is understood that the American Association of Junior Colleges will retain complete autonomy of action and of policy with reference to its own affairs, including name, Constitution, time and place of annual meeting, content of program, policy with reference to publications and general activities of the organization not inconsistent with the Constitution and Bylaws of the National Education Association.

4. In addition to annual or other meetings of its own, the American Association of Junior Colleges agrees to be responsible for the programs of two sectional sessions on junior college education to be held as part of the annual summer convention of the National Education Association.

5. Each organization will be expected to publish in its official journal appropriate news matter and occasional longer articles regarding the general work or special fields of interest of the other.

6. An effort will be made to hold occasional joint meetings of the executive committees or other official or delegated groups of the two organizations for the discussion of common problems.

7. Housing of the office staff and equipment and adequate office facilities will be furnished to the American Association of Junior Colleges by the National Education Association without cost as soon as such facilities can be made available.

8. The conditions of this agreement will be subject to review and possible modification by mutual agreement three years after it becomes effective.

This agreement shall become effective if and when approved by the American Association of Junior Colleges.

APPOINTMENT OF MEMBERS OF THE NATIONAL COMMISSION FOR THE DEFENSE OF DEMOCRACY THROUGH EDUCATION—*Secretary Givens* reviewed the purposes for which the Commission was created in Boston in 1941. Names of prospective candidates were proposed including those submitted by the Department of Classroom Teachers. Action on the appointment of new members was deferred until Tuesday. When discussion was resumed Tuesday morning, it was pointed out that in selecting members of the Commission at the Boston meeting, consideration was given to naming one university president, one superintendent, two college teachers, and three classroom teachers. A motion was made by *Mrs. Joynes*, seconded by *Mr. Stanton*, and carried, that in the appointment of members now the same plan of selection be followed. After discussion as to when the term of office should be determined, a motion was made by *Miss Tarbell*, seconded by *Mrs. Barnes*, and carried, that the members be elected first and the terms of office decided later.

The name of *Ernest O. Melby*, president, Montana State University, Missoula, was placed in nomination. There being no other nominations in this classification, a motion was made by *Mr. Saunders*, seconded by *Mr. Stanton*, and carried, that nominations be closed and the secretary instructed to cast a unanimous ballot for *Mr. Melby*.

The name of *W. Howard Pillsbury*, superintendent of schools, Schenectady, New York, was placed in nomination by *Mr. Stanton* and *Will C. Crawford*, superintendent of schools, San Diego, California, by *Mrs. Barnes*. A motion that nominations be closed and ballots cast for the nominees was made by *Mrs. Joynes*, seconded by *Mr. Phillips*, and carried. *President Schlagle* appointed the following to serve as tellers: *Mr. Phillips*, chairman; *Mrs. Barnes*; and *Mr. Snow*. Balloting resulted in the election of *Superintendent Pillsbury*.

Since the name of *T. W. H. Irion*, dean, School of Education, University of Missouri, Columbia, Missouri, was the only nominee in this field, a motion was made by *Mr. Saunders*, seconded by *Mrs. Barnes*, and carried, that nominations be closed and the secretary be instructed to cast a unanimous ballot for *Dean Irion*.

The name of *Alonzo F. Myers*, professor, School of Education, New York University, New York, was placed in nomination by *Miss Tarbell*, seconded by *Mrs. Joynes*. Since there were no other nominations, *Mr. Saunders* moved that nominations be closed and the secretary be instructed to cast a unanimous ballot for *Mr. Myers*. Seconded by *Mr. Phillips* and carried.

The following classroom teachers were placed in nomination: *Virginia Kinnaird*, Fort Wayne, Indiana, by *Mr. Phillips*; *Mary Virginia Morris*, Los Angeles, California, by *Mr. Bowman*; *Mary Titus*, Huntington, West Virginia, by *Mr. Stanton*; *Margery Alexander*, Charlotte, North Carolina, by *Miss Tarbell*; *Kate Frank*, Muskogee, Oklahoma, by *Mrs. Barnes*; *Frances Jelinek*, Milwaukee, Wisconsin, by *Miss Tarbell*. There being no other nominations, a motion was made by *Mr. Saunders*, seconded by *Mr. Stanton*, and carried, that nominations be closed. Balloting on three candidates followed. A motion was made by *Mr. Saunders*, seconded by *Mrs. Barnes*, and carried, that any person receiving a majority vote be declared elected, but if there be no majority vote that the lowest name be dropped and balloting continue. The six candidates were discussed. Balloting resulted in the election of *Kate Frank*, *Virginia Kinnaird*, and *Mary Titus*.

A motion that the terms of office of the three classroom teachers be decided by drawing lots was made by *Miss Tarbell*, seconded by *Mrs. Barnes* and lost. Balloting resulted in a one-year term for *Miss Frank*, a two-year term for *Miss Titus*, and a three-year term for *Miss Kinnaird*.

A motion was made by *Miss Tarbell*, seconded by *Mr. Saunders*, and carried, that the recommendation previously made that the terms of office of the other members be adopted as follows: a university president, three years; a superintendent of schools, three years; a dean of education, one year; and a college teacher, two years. This resulted in establishing the election of *President Melby*, *Superintendent Pillsbury*, *Dean Irion*, and *Professor Myers*.

The meeting adjourned at 11:30 a. m. on motion of *Mr. Snow*, seconded by *Mr.*

Phillips, and carried, in order that members of the Executive Committee, who so desired, might join the members of the Board of Trustees for inspection of the fine facilities of the American Security and Trust Company in which NEA securities are kept.

Monday afternoon meeting of the Executive Committee reconvened at 1:30 p. m.

CONFIRMATION OF OMISSION OF 100 PERCENT SCHOOLS FROM THE VOLUME—On motion of *Mr. Snow*, seconded by *Mr. Bowman*, and carried, the mail vote to omit the list of 100 percent schools from the 1944 Volume was confirmed since it has been printed in *Builders of Our Profession* and widely distributed. This also was in keeping with the wartime policy of conserving paper.

POLICY REGARDING AFFILIATIONS—The 1319 associations affiliated with the NEA to date may be classified into the following groups: national, 1; regional, 1; state and territorial, 53; divisions of state associations and other state regional groups, 48; statewide groups and sections of these groups, 29; faculties of higher institutions, 8; administrative groups (supervisors, head assistants, principals), 32; school men's and school women's clubs (some local, others statewide), 20; all-inclusive (teachers and administrators), 914; classroom teachers only, 206; labor groups, 7.

A subcommittee, consisting of *Mr. Phillips*, chairman; *Mrs. Barnes*; and *Mr. Snow* was appointed by *President Schlagle* to consider what the policy of the Association should be regarding affiliations and to give a preliminary report later. The committee met and reported at the evening session that because of the many ramifications it was impossible to decide upon a policy in so short a time.

On motion of *Mr. Bowman*, seconded by *Mrs. Joynes*, and carried, the committee was asked to continue its study and report at the next meeting of the Executive Committee.

DATES FOR THE 1945 MEETING—After discussing possible dates for the Buffalo meeting, a motion was made by *Mr. Snow*, seconded by *Mr. Stanton*, and carried, that a subcommittee be named to study the various recommendations and to report later. *President Schlagle* appointed *Mrs. Joynes*, chairman; *Miss Tarbell*; and *Mr. Bowman* to work with him and *Secretary Givens*. The committee made the following recommendation at the evening session: That the Executive Committee meet on Friday, June 29, and Saturday, June 30; Sunday, July 1 be left open; Monday, July 2, Conference of Presidents of Affiliated Local Associations; Tuesday, July 3, Board of Directors and meetings of Departments; Wednesday, July 4, Thursday, July 5, and Friday, July 6, meetings of the Representative Assembly; Saturday, July 7, Post-Convention Conference of NEA Officers with State Leaders; Saturday evening, New Board of Directors; Sunday, July 8, New Executive Committee and Board of Trustees. The recommendation of the committee was adopted upon motion of *Mr. Bowman*, seconded by *Mr. Snow*.

PRESIDENTIAL CANDIDATES AND PUBLIC EDUCATION—Feeling it to be desirable and helpful to secure from *President Roosevelt* and *Governor Dewey* a statement on public education and what each would do to support it during his administration, the best method of approaching these candidates to get such a statement was discussed. It was agreed that a committee of not more than five would be adequate. Suggestions were made for contacting individuals who might assist in making appointments with the President and the Governor. The matter was left with *President Schlagle* and *Secretary Givens* to work out.

POSSIBLE COOPERATION WITH THE NATIONAL BETTER LIGHT-BETTER SIGHT BUREAU—*Frank Hubbard* and *H. A. Stroud*, chairman, Subcommittee on Lighting Instruction in Schools of Better Light-Better Sight Bureau, Fairmont, West Virginia, joined the committee to discuss the proposal which was before the committee at Pittsburgh and upon which action was postponed. Briefly, the Bureau has offered to furnish \$1000 for the Research Division of the NEA to develop teachers' manuals in the elementary and high-school areas for the purpose of making available much needed authoritative information on this subject. Following discussion, *Mr. Hubbard* and *Mr. Stroud* withdrew.

A motion was made by *Miss Tarbell*, seconded by *Mr. Bowman*, and carried, that the Research Division consider the advisability of preparing a bulletin in the field of better light and better sight—if practicable as one of the series of Research Bulletins but that it be financed entirely by the Association.

FIVE-YEAR PROGRAM OF THE DEPARTMENT OF HIGHER EDUCATION—*Ernest O. Melby*, president of the Department of Higher Education; *Alonzo F. Myers*, former secretary of the Department; and *Donald DuShane* joined the committee to discuss the proposed five-year program for the development of a strong Department of Higher Education. *President Melby*, before discussing the plans, expressed sincere appreciation for the action of the Executive Committee at Pittsburgh in making funds available for holding a conference for the purpose of training leaders who would go out to work in the various institutions of higher learning to build membership and promote an active program. Feeling that a sustained interest would be difficult unless there was a follow-up of work, the conference was postponed pending the opportunity to discuss plans with the Executive Committee. It was pointed out that if higher education is to take its place in the post-war period, it must join hands with other areas of education. There are approximately 125,000 college teachers in the country. Of this number, about 16,000 belong to the American Association of University Professors and a much smaller number to the American Federation of Teachers. *Mr. Myers* expressed assurance that fine relationships between higher education and the NEA would be developed if the Five-Year Program is adopted. At a recent meeting at which there were many presidents and deans, *Mr. Myers* found great interest in the proposal and a willingness on the part of many to help in the program. The Five-Year Program is based upon the following convictions:

1. That the forces of higher education should be unified with the forces of elementary and secondary education into ONE professional organization including teachers on all levels.
2. That instead of working separately or in opposition to each other, the teaching and administrative forces in higher education should work toward the common end of improving the education service.
3. That the quality of teaching in institutions of higher education should be improved.
4. That higher education should be expanded and brought more completely into the service of the entire people.
5. That the services of higher education should be more effectively interpreted to the public along lines that have been demonstrated for the public schools under NEA leadership, to the end that a more vigorous public support may make possible better working conditions for college teachers, including salaries, tenure, sick leave, retirement.

In order to realize this program, it is recommended that the NEA Executive Committee authorize the following:

1. The employment of a full-time executive secretary to work along three lines:
 - (a) Organization, membership promotion, and correspondence;
 - (b) Development of active local chapters in institutions of higher learning;
 - (c) Services in the field of higher education.
2. A five-year program of finance and development along the following lines:
 - (1) That at least \$10,000 per year be made available during each of the next five years, the NEA adding from its own funds enough beyond membership dues in the Department to assure this amount;
 - (2) That the national membership goal in the Department be 50,000 members by 1950, which is about half the faculty of higher education;
 - (3) That this goal be approached at an accelerating rate such as 1945,

- 3000; 1946, 5000; 1947, 8400; 1948, 14,000; 1949, 24,000; 1950, 50,000;
- (4) That quotas be established for each state and within each state institution;
 - (5) That there be close cooperation with the state education associations;
 - (6) That existing groups in higher education be encouraged to become sections of the Department;
 - (7) That emphasis be put on the formation of NEA branches in colleges which might also function as local affiliated associations within the NEA Representative Assembly;
 - (8) That the services of the Department include:
 - (a) National and regional conferences;
 - (b) Clearinghouse for information on higher education;
 - (c) The inauguration or acquisition of a journal for higher education;
 - (d) Better financial support for higher education;
 - (e) Representation of higher education in the legislative field;
 - (f) Coordination of the work of Accrediting Agencies.

After discussion with the Executive Committee, *Mr. Melby*, *Mr. Myers*, and *Mr. DuShane* withdrew. There was further discussion, followed by a motion by *Mr. Phillips*, seconded by *Mrs. Barnes*, and carried, that the NEA endorse the proposed Five-Year Program and provide the funds as outlined above.

The meeting adjourned at 5:35 p.m. and reconvened at 8 p.m. *Mr. Doudna* substituting for *Mr. Saunders* at the evening meeting.

NATIONAL EDUCATION ASSOCIATION—AMERICAN TEACHERS ASSOCIATION—*Secretary Givens* discussed the need and desire for establishing better working relationships with the ATA. Arrangements which would be mutually agreeable would necessarily need to be made. *Secretary Givens* was asked to confer with *President Ridley* and *Secretary Trenholm* of the ATA in helping the two organizations to develop better working relationships. He was asked to keep the Executive Committee advised as to the progress.

CONSIDERATION OF NEA MINIMUM STANDARD COURSES OF INSTRUCTION—It is suggested that the NEA, in cooperation with its Departments and Committees and with other national organizations, set minimum standards of instruction which might greatly enrich the curriculum and increase the quality of instruction in many schools thruout the country particularly in rural and village schools. The proposal was discussed favorably and will be reconsidered at the next meeting with the possibility of making a definite recommendation to the Representative Assembly at the Buffalo meeting.

RELATIONSHIP BETWEEN NEA AND STATE AND LOCAL SCHOOLBOARD ORGANIZATIONS—There are two national organizations of schoolboard members; one made up of individual members, the other of organizations. It was pointed out that state schoolboards are quite influential. It was the feeling that schoolboards could give greater assistance in the field of state and local taxation, that most boards would be willing to help educational organizations if supplied with the proper information. *Secretary Givens* was asked to keep in touch with the organization of Boards of Education and to work out a plan of closer cooperation if possible.

LETTER TO MEMBERS OF THE CONFERENCE COMMITTEE ON H. R. 5125—A suggested letter to be sent to members of the Conference Committee on H. R. 5125, a bill providing for the disposal of war surplus materials, was read by *Secretary Givens*. The letter urged consideration of federal legislation which would make such surpluses as are useful for the schools available without cost to education, pointing out the reasons for making such request. A motion was made by *Mr. Stanton*, seconded by *Mr. Bowman*, and carried, that the letter, signed by *President Schlagle* and *Secretary Givens*, be written each of the twelve members of the Committee and presented to them in person. The meeting adjourned at 10:20 p.m.

TUESDAY, AUGUST 29, 1944

The Executive Committee convened at 9:15 a.m. with all members present.

LEADERS LETTER—*Mr. Morgan* met with the Committee to discuss the *Leaders Letter* and a proposed NEA Board of Teacher Education. *Leaders Letter No. 20* was distributed. *Mr. Morgan* stated that the mailing list has been widened and that 15,000 copies of each issue are now being distributed. *Leaders Letter No. 21* will contain suggestions as to what may be done on V-Day. The possibility of having a short concise page in addition to the *Leaders Letter* which could be used in whole or in part by state directors in state journals was discussed.

NEA BOARD OF TEACHER EDUCATION—*Mr. Morgan* pointed out the great need for one over-all body to work in the teacher education field. He discussed the five types of training institutions which now exist, the tendency of teachers colleges to become general colleges, the desire on the part of college executives to have greater numbers, the lack of information or control of teacher supply, the need for research in the field, participation in the policy of the preparation of teachers by those who employ them. He suggested the possibility of work along these lines being done by the NEA Committee on Teacher Preparation and Certification. *Mr. Doudna* pointed out that the tremendous power of the accrediting agencies has been a great factor in determining the personnel and courses of study in teachers colleges. It was suggested that the Educational Policies Commission make a strong pronouncement on the tendency of the teachers college to become a general college. *Mr. Morgan* was asked to study the problem further and report at a later meeting.

REPORT ON POSSIBLE INVESTIGATIONS—In keeping with the action of the Executive Committee at Pittsburgh that an unofficial preliminary check-up of the Chicago situation be made, *Mr. DuShane*, at the request of the Executive Secretary, spent three days in Chicago recently and interviewed seventeen people to determine the sentiment among various groups as to the need and desirability of an investigation by the NEA. *Mr. DuShane* talked with newspaper representatives and civic groups as well as educational groups. For the most part, all are anxious to have an investigation made by the NEA and would cooperate. Sudden and unwarranted transfer of school personnel, failure to appoint principals who passed examinations with high ratings, and intimidation of teachers are some of the charges against the school administration. *Mr. DuShane* reviewed several cases. A motion was made by *Mrs. Barnes*, seconded by *Mr. Bowman*, and carried, that the Executive Committee ask the Defense Commission to give serious consideration to the matter of a thoro investigation of personnel practices in the Chicago schools.

Mrs. Dahl reported on the St. Paul case—the failure to renew the contract of the superintendent. The facts presented made it seem unnecessary to make an investigation.

SCHOOL USE OF RADIO—*James C. Petrillo*, president of the American Federation of Musicians, in July 1942 banned the broadcast of non-commercial radio programs by the children of the National Music Camp of Interlochen, Michigan. He accomplished this by the threat of a strike of all union musicians serving the radio stations of the United States. In August 1942, *Mr. Petrillo* called a strike against the making of phonograph recordings and transcriptions. In the fall of 1942, he banned the broadcasting of music programs by the students of the Eastman School of Music and the Cincinnati Conservatory of Music. In January 1944, *Mr. Petrillo* boasted that "In the year 1943 there were no school bands or orchestras on the networks and there never will be without the permission of the American Federation of Musicians." A bill, S. 1957, is pending in the Congress to amend the Musicians' Act of 1934 to prohibit such interference as described above. Such publicity as can be given the case was urged. A motion was made by *Mr. Stanton*, seconded by *Mr. Bowman* and carried, that the matter be referred to the Defense Commission for investigation and action.

The meeting adjourned at 12:25 p.m. and reconvened at 1:45 p.m.

THE POLICY OF RETIREMENT—*Mr. Saunders* made a motion, seconded by *Miss Tar-*

bell and carried, that the policy of retirement which was held over from the last meeting be considered at the next meeting of the Committee.

EDUCATION—A MIGHTY FORCE—Material for a pamphlet, *Education—A Mighty Force*, was distributed by Mr. Ashby who is preparing it. It is being prepared primarily for distribution among lay people. Distribution of this pamphlet will begin during American Education Week and continue thruout the year. It points out that education is a mighty force and that it should be used to its fullest extent in a democracy. Mr. Ashby asked for criticisms and suggestions. A motion was made by Mr. Snow, seconded by Mr. Bowman, and carried, that an appropriation be made from the War and Peace Fund for printing and distributing 50,000 copies of this pamphlet.

AMERICAN EDUCATION WEEK—American Education Week materials were distributed. Mr. Ashby reported some new features this year: (1) Recordings of radio scripts; (2) mats for newspaper display ads; (3) complimentary material.

PROPOSED AMENDMENTS TO THE BYLAWS—The proposed amendments to the Bylaws were presented by Miss Chase. (1) They included Article II, Section 1 (b) pertaining to including on the Board of Directors all former Presidents of the Association prior to July 1, 1937 in accordance with Court decision on the matter; Article II, Section 1 (d) which would increase the number of members of the Executive Committee from nine to eleven, six to be elected by the Representative Assembly for terms of three years each; and Article I, Section 3 which proposes a graduated scale of dues based upon salaries earned. (2) In addition to these amendments, was a proposal to carry all members of the armed forces and the American Red Cross outside the continental United States as members in good standing for the duration and also a proposal to give a year's membership to those honorably discharged from any of the services and who enter the teaching profession providing such persons apply for membership within eighteen months after the close of the war. (3) It was proposed also that Article I, Section 7 be amended so that the special membership fee entitling the Institution to receive *The Journal* would be \$3 instead of \$2 making it conform with the change in the \$2 membership fee in Article I, Section 3. A motion was made by Miss Tarbell, seconded by Mrs. Joynes, and carried, that the Executive Committee recommend this proposed amendment to Article I, Section 7 in line with the above. Since the Association is already carrying all members of the armed forces who so request on the active membership list without payment of dues, the first proposal in (2) is already in effect. The second proposal in (2) was thought impractical.

After discussing the proposed amendment to Article II, Section 1 (b), which was carried over from the Pittsburgh meeting for lack of unanimous consent, a motion was made by Mr. Snow, seconded by Mr. Bowman, and carried, that the Executive Secretary be instructed to correct this Bylaw in keeping with the Court action.

JOINT MEETING OF THE AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS—After discussing possible dates for a joint meeting of the Executive Committees of the NEA and the AASA in Washington for the purpose of electing members of the Educational Policies Commission, November 24, 25, and 26 were selected as first choice; December 2 and 3 as second choice. Mr. Snow made a motion, seconded by Mr. Phillips and carried, that the Executive Secretary be authorized to arrange definite dates agreeable to the AASA.

EDUCATIONAL POLICIES COMMISSION—Secretary Givens discussed briefly the membership of the Educational Policies Commission, indicating those who would be replaced at the end of the year, those who have served not more than two years, and the ex officio members. He also presented a list of names of individuals who have been suggested for consideration in filling vacancies. Attention was called to the schedule for a series of conferences on Education and the Peoples Peace and a list of state meetings at which the teaching of Spanish and Portuguese is being discussed.

WHITE HOUSE CONFERENCE ON RURAL EDUCATION—Arrangements have been made with Mrs. Eleanor Roosevelt by Miss Charl Williams, director of field service of the

NEA, to hold a White House Conference on Rural Education on October 4 and 5. The conference will be composed of two hundred lay and professional leaders in rural education. Ten special conference groups will discuss and make final reports and recommendations on various phases of rural education and rural life. The conference report will be printed and distributed as a basis for discussion of rural education.

MEETING OF THE NATIONAL ASSOCIATION OF SECRETARIES OF STATE TEACHERS ASSOCIATIONS—The National Association of Secretaries of State Teachers Associations will meet at NEA headquarters, October 1 to 6. Secretaries will attend the White House Conference on Rural Education on October 4 and 5 and have their own program on October 1, 2, 3, and 6. *Secretary Givens* distributed a tentative program. It was recommended that the NEA appropriate \$2500 to assist in holding this meeting of secretaries in Washington. A motion was made by *Mr. Snow*, seconded by *Mr. Phillips*, and carried, that this recommendation be approved.

MEMBERSHIP PLANS BY STATES—*Secretary Givens* reported that the only membership plan which had not already been approved was the one for New York state submitted by *Mrs. Welch*, NEA State Director, who expects to hold a conference of state leaders in Syracuse early in September. A motion was made by *Mr. Stanton*, seconded by *Miss Tarbell*, and carried, that the plan be approved.

APPROPRIATIONS TO DEPARTMENTS—On motion of *Mr. Stanton*, seconded by *Mr. Snow*, and carried, the following appropriations to Departments for 1944-45 for a total of \$25,500 authorized in the budget were made:

Classroom Teachers	\$23,000 (a)
Kindergarten-Primary Education.....	200
Adult Education.....	400
Secondary Teachers.....	300
Business Education.....	900 (b)
Science Teachers.....	450 (c)
Art Education.....	... (d)
Rural Education.....	... (e)
National Council of Education.....	200
Emergency Needs Other Departments.....	50
	<hr/>
	\$25,500

- a. Amount as authorized in Budget.
- b. To be made available, in part or in whole amount, providing definite steps are taken toward unification of business teaching organization interests.
- c. To be used for services provided at NEA headquarters.
- d. Appropriation not required as department has become self-supporting.
- e. War and Peace Fund allotment makes appropriation unnecessary.

CHANGE IN CLASSIFICATION SCHEDULE—On the recommendation of *Secretary Givens*, a motion was made by *Miss Tarbell*, seconded by *Mr. Snow*, and carried, that the maximum for Classification I BB be changed from \$5500 to \$6000 effective June 1, 1944.

PRESENT STATUS OF NEA COMMITTEES—*President Schlagle* reported that all Standing Committees have been appointed for 1944-45 and that some committees have already arranged for a committee meeting to plan the year's work. Lists of advisory members are being received.

MILITARY SERVICE—A motion was made by *Mr. Stanton*, seconded by *Mrs. Joynes*, and carried, that the Executive Committee of the NEA recommend to all Boards of Education that when men and women with military service return to the schools that the military experience be counted on the salary schedule and the retirement plan the same as teaching experience.

The desire on the part of many teachers to be released from military service, in order to render greater service to their country thru the classroom, was discussed and the suggestion made that the proper authorities be asked to consider the

immediate release of over-age men and at the close of the European war to give consideration to the release of all men and women not urgently needed so that they may return to the classroom.

PURSUIT OF LEARNING—A series of broadcasts called the "Pursuit of Learning" presented by the NBC University of the Air in cooperation with the National Education Association, American Vocational Association, and Office of Education began on Sunday, August 13 at 4:30 p.m. The hour was changed without notice to the sponsors to 11:30 p.m. *Secretary Givens* was given authority to protest the sudden change which was made without notification.

RECONVERSION BILL S. 2051—*Mr. Marston* reported that a provision in this bill, providing for Government loans to school districts for the planning of school buildings, places the administration under the Public Works Administration rather than the Office of Education. The present status of the Government Surplus Property Bills, H. R. 5125, S. 2015, was reviewed by *Mr. Marston*. The provisions of the House bill as passed are not as favorable to education as it had been hoped they would be. Provisions of the Senate bill are more favorable. The matter is now in Conference Committee. The great need for state associations to set up an effective organization to work on federal legislation such as this was stressed.

LEGISLATION PROGRAM—An outline was presented and discussed for developing and carrying into effect the legislative program of the NEA. After some discussion, it was suggested that this problem be considered at the meeting of the state secretaries early in October and that the recommendations of this conference be brought back for the consideration of the Executive Committee at the next meeting.

The meeting adjourned at 5:45 p.m.

Willard E. Givens, *Executive Secretary*
F. L. Schlagle, *President*

WASHINGTON, D. C.

FRIDAY, NOVEMBER 24, 1944

The Executive Committee met at NEA headquarters in Washington at 9:45 a.m. with the following members present: *F. L. Schlagle*, president; *Mrs. Edith B. Joynes*, junior past-president; *Mrs. Mary D. Barnes*, *Leonard L. Bowman*, *L. V. Phillips*, *Glenn E. Snow*, *B. F. Stanton*, *Emily A. Tarbell*, *Joseph H. Saunders*, chairman of the Board of Trustees, was absent. *Willard E. Givens*, Executive Secretary, and *Harriett M. Chase*, chief assistant to the Secretary, were present.

MINUTES OF THE AUGUST MEETING IN WASHINGTON—A motion to amend the minutes with respect to Article II, Section 1 (b) was made by *Mr. Snow*, seconded by *Mr. Stanton*, and carried. In this connection, the President and Executive Secretary were asked to get the opinion of *Judge Eicher*, who rendered the decision in the case of the past-presidents, as to whether the Bylaw can be corrected in keeping with Court action without further action on the part of the Representative Assembly. If in the opinion of *Judge Eicher* further action by the Representative Assembly is necessary, the President and Executive Secretary are authorized to proceed by publishing the amendment in the April issue of *The Journal* and bringing it before the Buffalo Representative Assembly. Note: *Judge Eicher* died in his sleep November 30, 1944.

On motion of *Mr. Phillips*, seconded by *Miss Tarbell*, and carried, the minutes as amended were approved.

MERGER OF THE DEPARTMENT OF GARDEN EDUCATION WITH THE NATIONAL SCIENCE TEACHERS ASSOCIATION—Negotiations have been under way for a merger of the Department of Garden Education with the National Science Teachers Association. At a meeting of the Directors of the National Science Teachers Association in Cleveland in September 1944, unanimous action was taken by the National Science Teachers Association to approve the merger. A poll of the members of the Department of Garden Education has resulted in approval. It was recommended that the merger be approved by the Executive Committee.

On motion of *Mr. Bowman*, seconded by *Mr. Stanton*, the recommendation to approve the merger was carried.

PERSONNEL FOR THE DIVISION OF RURAL SERVICE—*Howard A. Dawson*, director of the Division of Rural Service, presented an over-all picture of the problems facing rural education and a proposed program for helping to solve some of them. He pointed out the great need for service to rural teachers and the importance of this in the Five-Year Program of Unification, Expansion, and Development. In order to stimulate work conferences and work shops, to conduct rural conferences on a regional basis, and to develop literature of help to the rural teacher, *Mr. Dawson* recommended the addition of an assistant, one additional secretary, and some part-time help. *Secretary Givens* pointed out that *Lois M. Clark*, president of the Department of Rural Education and a member of the Pennsylvania State Department of Education, is ably qualified for the position. He recommended that *Miss Clark* be appointed as assistant director of the Division of Rural Service.

A motion was made by *Mr. Bowman*, seconded by *Mrs. Barnes*, and carried, that *Miss Clark* be appointed as assistant director of the Division of Rural Service at a salary of approximately \$4000, and that sufficient clerical and part-time help be secured.

REPORT ON HEARINGS BEFORE THE FEDERAL COMMUNICATIONS COMMISSION—The Federal Communications Commission held hearings beginning September 28, 1944, on the allocation of radio wave frequencies in various classes of non-government services. Members of the NEA staff and specialists invited by the NEA testified at the hearings as to the need for increasing the frequency modulation channels to fifteen. No opposition was expressed to the request and it is expected that education will receive the additional radio wave frequencies.

GREETINGS TO LYLE W. ASHBY—On motion of *Mrs. Joynes*, seconded by *Mr. Stanton*, and carried, the Executive Secretary was asked to write *Mr. Ashby*, sending the greetings of the Executive Committee and best wishes for a speedy recovery. It was suggested that the letter include a complimentary statement on the publication, *Education A Mighty Force*.

The meeting adjourned at 12:15 p.m. to reconvene at 1:30 p.m.

STATEMENT REGARDING CHANGE IN TIME OF RADIO SERIES, "PURSUIT OF LEARNING"—Because of a change in personnel on the Federal Communications Commission, it was deemed best not to file the protest with the Commission regarding the change in time without notice by the National Broadcasting Company to the sponsors of the series "Pursuit of Learning" now but to revise the statement and after conferring with *Niles Trammell*, president of the National Broadcasting Company, file it with the officials of the National Broadcasting Company. Then if it seems wise, the statement can be also filed with the Federal Communications Commission.

A motion was made by *Miss Tarbell*, seconded by *Mrs. Joynes*, and carried, that the preceding procedure be followed.

REPORT FROM THE JOINT COMMITTEE OF THE NEA AND THE AMERICAN LEGION—*M. R. Dodd*, a member of the Joint Committee, presented the report of the Joint Committee meeting on November 9 and 10, 1944. Much of the report centered around the organization of the Legionnaire Schoolmasters Clubs which were formed some years ago. The problem of how to revitalize these clubs was discussed. There was general agreement concerning the need for close cooperation between the Legion and the NEA, particularly in Federal legislative endeavors. Legionnaire Schoolmasters Clubs can be of great assistance.

In order to discuss common problems in legislation, a motion was made by *Mr. Snow*, seconded by *Miss Tarbell*, and carried, that an invitation be extended to appropriate officers of the American Legion to meet with the NEA Legislative Commission for this purpose.

On motion of *Mr. Stanton*, seconded by *Mr. Snow*, and carried, the report of the Joint Committee was received and filed.

REPORT ON HEARING ON FEDERAL AID—*Secretary Givens* reported that while *Chairman Barden* of the Committee on Education in the House would reluctantly arrange

for a hearing on November 27, 28, 29, and 30, it did not seem wise to demand it since Congress is considering only "must" legislation and will soon adjourn. It is doubtful if a report could be had from the Committee during this session of Congress even if a hearing were held. *Representative Barden* will be urged to have an early hearing in the new Congress. The Legislative Commission will meet December 11-14 to discuss possible legislation.

PROGRESS OF THE FIVE-YEAR PROGRAM—All states except eleven have accepted NEA membership quotas. While excellent progress is being made, *President Schlagle* stressed the need for an accelerated program if we are to accomplish our objective for this year. It was suggested that members of the Core Committees and vicepresidents be given assignments to help in the Five-Year Program.

The meeting adjourned at 5 p.m. to reconvene at 10 a.m. on Saturday.

SATURDAY, NOVEMBER 25, 1944

The Executive Committee convened at 10:30 a.m.

REPORT OF THE COMMITTEE ON TEACHER PREPARATION AND CERTIFICATION—*Joy Elmer Morgan*, staff secretary of the Committee, presented the report. He first touched briefly upon the Five-Year Program and upon a new basis for assigning quotas.

The Committee on Teacher Preparation and Certification met at NEA headquarters on October 1 and 2. The following changes in the NEA Platform were recommended and agreed upon as being desirable by the Executive Committee:

(Words or phrases in italics to be added)

II. The Teacher

A—Teachers of sound character, *native ability*, and good health, with high civic ideals, who have been *well selected and* effectively prepared for the services which they are to perform. Their education should be rich in cultural, professional, and subjectmatter content, and adapted to the demands of actual service. *Their careful recruitment and selection should begin in the secondary school and continue progressively thru their period of preparation and certification.*

B (4)—*Teachers during their period of college training should be members of Future Teachers of America.*

IV. Organization

B (1b)—Provide and administer a system of certification of teachers based upon professional standards. The Association recommends a minimum of four years of college preparation *plus a year of internship under expert supervision and at the full salary of a beginning teacher: and that during the early years of teaching the teacher be required to earn a Master's Degree or the equivalent in approved and appropriate professional activity such as well-planned travel; leadership in professional, civic, or community activities; participation in groups or camps organized for professional and cultural improvement; writing of articles, pamphlets, books; occupational experience helpful to one's regular work; and teaching of recognized and approved courses.*

The present B (3) to become B (4) and the following added as B (3):—*Every state should provide a continuing program of teacher selection and recruiting which will keep before the ablest young people in high school and college the opportunities of the teaching service.*

The present C (5) to become C (6) and the following added as C (5):—*Each state should be encouraged to adopt a minimum salary schedule which would provide equal pay for all teachers whether in rural or urban schools.*

The Committee recommended also that provisions be made for the observance of the Horace Mann Sesquicentennial in 1946. This recommendation was approved upon motion by *Miss Tarbell*, seconded by *Mr. Snow*. On motion by *Mr. Snow*, seconded by *Mrs. Joynes*, and carried, the Committee on Teacher Preparation and Certification was asked to make the necessary arrangements for the celebration.

Action on the proposal for a permanent Commission on the professional education of teachers, school administrators, and youth leaders was deferred pending further study.

REPORT ON THE INTERNATIONAL RELATIONS COMMITTEE—*William G. Carr*, liaison for the Committee on International Relations, presented the report of the Committee which met at NEA headquarters on November 16. The program for the year, as agreed upon by the Committee, will be to stimulate among teachers organizations the study of the basis of the peace. Advisory members will be asked to organize discussion groups. *James T. Shotwell*, a member of the Standing Committee, will try to get recordings made for distribution to local groups.

There was general agreement upon the request for a budget of \$3000 to carry out the program.

Mr. Carr spoke of the nineteen regional conferences being sponsored by the State Department on the Dumbarton Oaks Proposals. They will be patterned after the conference held on October 18 at which there were representatives of 100 national organizations. The NEA has been asked to recommend individuals to be invited to these conferences.

WORLD CONFERENCE ON EDUCATION—*Mr. Carr* pointed out that nearly every phase of life has been represented in a worldwide conference during recent months. It is proposed that the NEA take the leadership in calling a world conference on education to be held as soon after the war as normal transportation is resumed. The plan is to issue invitations to all the United Nations. Representative voluntary teacher organizations from each will be invited to send one or two delegates to this Conference. Invitations will be issued immediately to several countries including England, Canada, Australia, and New Zealand. The state and local associations would be invited to be hosts to some of the delegates which would mean financing them from the time they reach the United States until they leave and helping them to meet people and visit places they may wish to. The total attendance at such a conference would probably not exceed 200.

A motion was made by *Mr. Phillips*, seconded by *Miss Tarbell*, and carried, that steps be taken by the NEA to call a World Conference on Education.

RECOMMENDATIONS FOR THE EDUCATIONAL POLICIES COMMISSION—Previous discussion of membership on the Educational Policies Commission was reviewed prior to adjournment for luncheon with the Executive Committee of the American Association of School Administrators.

The meeting adjourned at 12:15 p. m.

A joint meeting of the Executive Committees of the NEA and AASA was held in the Board Room of the NEA Administration Building at 2:30 p. m. on Saturday afternoon, November 25. Members of the AASA Executive Committee present were: *N. L. Engelhardt*, president; *John L. Bracken*, *Henry H. Hill*, *Charles H. Lake*, *Worth McClure*, *W. Howard Pillsbury*, *W. Frank Warren*, and Executive Secretary *S. D. Shankland*.

ELECTION OF MEMBERS OF THE EDUCATIONAL POLICIES COMMISSION—The purpose of the joint meeting was to elect thirteen members of the Educational Policies Commission. The terms of all of the elected members expire on December 31, 1944. *President Engelhardt* pointed out that the Educational Policies Commission should be considered a continuing body.

Miss Tarbell made a motion, seconded by *Mr. McClure* and carried, that in order to provide for the election of approximately one-fourth of the members of the Educational Policies Commission each year, the term of each of those beginning January 1, 1943 shall be extended to January 1, 1947; that the term of each of those beginning January 1, 1944 shall be extended to January 1, 1948; that the

term of the three members elected before 1943 and whose services are being continued shall be for one year until January 1, 1946; that the term of each of the three members elected for the first time shall be for four years until January 1, 1949 and that the term of those elected in the future shall be for four years.

On motion of *Mr. McClure*, seconded by *Mr. Warren* and carried, it was agreed to retain three members from the group appointed previous to 1943 to serve for one year.

From this group, *Mr. Snow* nominated *James Bryant Conant*; *Mr. Phillips* nominated *Edmund E. Day*; and *Miss Tarbell* nominated *Alexander J. Stoddard*. *Mrs. Barnes* moved that the nominations be closed and these members be declared elected. Seconded and carried.

Nominations for the election of three new members resulted as follows: *Mabel Studebaker*, classroom teacher, Erie, Pennsylvania; *A. C. Flora*, superintendent of schools, Columbia, South Carolina; and *E. W. Jacobsen*, president of the University of Louisville, Louisville, Kentucky.

Commission members were appointed to serve as follows:

To continue service for one year—

James Bryant Conant, President
Harvard University
Cambridge, Massachusetts

Edmund E. Day, President
Cornell University
Ithaca, New York

Alexander J. Stoddard
Superintendent of Schools
Philadelphia, Pennsylvania

To continue service for two years—

Francis L. Bacon, Superintendent
Evanston Township High School
Evanston, Illinois

George D. Stoddard
State Commissioner of Education
Albany, New York

Edwin A. Lee, Dean
School of Education
University of California
Los Angeles, California

Pearl A. Wanamaker
State Superintendent of Public
Instruction
Olympia, Washington

To continue service for three years—

Prudence Cutright
Assistant Superintendent of Schools
Minneapolis, Minnesota

Paul T. Rankin
Assistant Superintendent of Schools
Detroit, Michigan

Maycie Southall
Professor of Elementary Education
Peabody College for Teachers
Nashville, Tennessee

New members to serve for four years—

A. C. Flora
Superintendent of Schools
Columbia, South Carolina

E. W. Jacobsen, President
University of Louisville
Louisville, Kentucky

Mabel Studebaker
426 E. Tenth Street
Erie, Pennsylvania

A motion was made by *Mr. Pillsbury*, seconded by *Mrs. Joynes*, and carried, that the urgency for continuing on the Commission for another year be stressed in presenting the invitation to *Messrs. Conant, Day, and Stoddard*.

JOINT COMMITTEE AUTHORIZED—*President Engelhardt* discussed the possibility of organizing a group of laymen who are interested in education and who would be glad to assist in a financial way. They might be called "Lay Friends of Education." A motion was made by *Mr. Snow*, seconded by *Miss Tarbell*, and carried,

that a joint committee of four be appointed to investigate the matter and report on the call of the chairman.

The joint meeting adjourned at 5 p. m. The NEA Executive Committee continued in session.

REPORT OF THE SUBCOMMITTEE ON AFFILIATIONS—The subcommittee on affiliations, *Mrs. Barnes*, *Mr. Snow*, and *Mr. Phillips*, chairman, met Friday evening with the NEA staff committee on affiliations. The report of this meeting was made by *Chairman Phillips*. After intensive discussion, the report was accepted as a report of progress and referred to the subcommittee for further study. There was general agreement that no new application for affiliation would be accepted which does not come under the existing Bylaws. We now have approximately 400 organizations affiliated as locals which are either national, statewide, or divisions of state associations.

The Committee adjourned at 6:20 p. m. to convene at 9:30 a. m. Sunday morning.

SUNDAY, NOVEMBER 26, 1944

A joint meeting of the Executive Committees of the NEA and the National Association of Secretaries of State Teachers Associations convened in the Board Room of the NEA Administration Building at 9:45 a.m. on November 26, 1944. Members of the Executive Committee of the National Association of Secretaries of State Teachers Associations present were *Irving F. Pearson* (Illinois) president; *Walton B. Bliss* (Ohio); *Harvey E. Gayman* (Pennsylvania); *Frank L. Grove* (Alabama); *Martin P. Moe* (Montana).

PROBLEMS PRESENTED BY SECRETARY PEARSON—Some of the problems which *Mr. Pearson* presented were advertising; Five-Year Program and its effect upon membership in state associations; relationships of local associations with state and national; and coordination of committee work—better representation of state associations.

Mr. Bliss pointed out that the preponderance of ads in state association journals are from national concerns. With increased membership in the NEA, it will be natural for these national groups to reduce or cancel entirely their ads in the several state journals when they can get the same results from one national magazine. About one-half the revenue of state associations is from this source. While it is not an acute problem now, it may become so. *Mr. Moe* stated that in Montana loss of advertising by national concerns would mean a loss of 40¢ per member.

After discussion, a motion was made by *Mr. Snow*, seconded by *Mrs. Barnes* and carried, that it be the policy of the NEA to adopt a program of progressive reduction of advertising and at the proper time and in cooperation with the state secretaries that the Executive Committee eliminate it entirely.

In discussing the Five-Year Program and the development of locals, it was pointed out that the only way to effect a unified education association would be to have one local, one state, and one national association. In a local association there may be sections, but the national would work thru only one over-all local. It was proposed that the NEA suggest thru *The Journal* or a *Leaders Letter* or both what an ideal setup would be, including a model constitution.

The meeting adjourned at 12:30 p.m. to reconvene at 1:45 p.m.

MEETING OF EXECUTIVE COMMITTEES OF THE NEA, DEPARTMENT OF CLASSROOM TEACHERS, AND THE NATIONAL ASSOCIATION OF SECRETARIES OF STATE TEACHERS ASSOCIATIONS AUTHORIZED—Discussion of state setup regarding affiliations was continued. In order to better classify the problems presented, *Mr. Stanton* made a motion, seconded by *Mrs. Joynes* and carried, that a meeting of the NEA Executive Committee, the Executive Committee of the Department of Classroom Teachers, and the Executive Committee of the National Association of Secretaries of State Teachers Associations be held. It was agreed that this meeting be held in Chicago on Sunday, February 18, 1945, just prior to the meeting of the American Association of School

Administrators and that the NEA Executive Committee meet on the two preceding days, February 16 and 17 at the Stevens Hotel.

The joint meeting adjourned at 3:20 p.m. and the NEA Executive Committee resumed its business with the state secretaries sitting in.

APPOINTMENT OF ONE MEMBER ON DEFENSE COMMISSION—*W. Howard Pillsbury*, superintendent of schools, Schenectady, New York, who was elected as a member of the Defense Commission, declined because of other duties leaving this place to be filled. *George E. Roudebush*, superintendent of schools, Columbus, Ohio, was nominated by *Mr. Stanton* and elected.

APPOINTMENT OF ONE MEMBER ON LEGISLATIVE COMMISSION—*Joseph Bustard* of New Jersey, who was appointed, could not serve because of heavy responsibilities in legislative work in New Jersey. *J. Easton Parratt*, deputy state superintendent, Salt Lake City, Utah, was the only nominee and was elected unanimously.

LEGISLATIVE AND FEDERAL RELATIONS DIVISION STAFF—*Secretary Givens* stated that beginning January 1, 1945, *Mr. Dawson* and *Mr. DuShane* should be relieved of their responsibilities for the federal aid program in the forty-eight states and devote their entire time to their own work. In order that the Legislative and Federal Relations Division may carry on an effective legislative program, *Secretary Givens* recommended the addition of four assistants to *Mr. Marston*.

A motion was made by *Mr. Bowman*, seconded by *Mr. Snow*, and carried, that the President and Executive Secretary be instructed to add four assistant directors to the staff of the Division of Legislative and Federal Relations as they see fit.

MINIMUM STANDARDS FOR ELEMENTARY EDUCATION—*Secretary Givens* reported sending letters regarding the proposal to all department officers and some others, a total of forty-six, from whom he received thirty replies. Approximately two-thirds of those replying are in favor of some such program, while one-third think it would be a backward step. He recommended that the problem of minimum essentials be referred to the Educational Policies Commission with the suggestion that a statement covering early childhood and elementary education be issued similar to the statement in the field of secondary education.

A motion was made by *Mr. Phillips*, seconded by *Mr. Stanton*, and carried, that this recommendation be approved.

DEPARTMENT OF HIGHER EDUCATION—*Ralph McDonald*, president of the North Carolina Education Association and a member of the staff of the Defense Commission, has been appointed as executive secretary of the Department of Higher Education, beginning December 1, 1944.

A LETTER TO MR. SAUNDERS—A motion was made by *Mr. Snow*, seconded by *Mr. Stanton*, and carried, that a letter expressing regret of the inability of *Mr. Saunders* to attend the meeting and the hope of a speedy recovery be sent him.

JOURNAL PUBLICATION PROGRAM—*Secretary Givens* stated that if a further cut is made in paper, it may become necessary to combine two issues of *The Journal*. If such a step is necessary before the next meeting of the Executive Committee, the matter will be taken up with *President Schlagle* after conference with *Mr. Morgan* and *Mr. Allan*.

REPORT BY MRS. BARNES—The National Business and Professional Women's Clubs called a luncheon conference at which ten national organizations were represented to discuss equal pay for equal work for women in industry. The plan is to hold similar conferences in the various states. *Mrs. Barnes* urged that state associations cooperate with the state organizations of business and professional women by sending a representative to such state conferences if invited to do so.

"POP RINGS THE BELL"—The film "Pop Rings the Bell," was produced by the National School Service Institute with the cooperation of the National Association of Secretaries of State Teachers Associations as a public relations project. Many state associations have purchased prints which are being loaned. The National School Service Institute has a pool from which it loans this film. Yet there are not enough to supply the demand. The suggestion was made that the NEA purchase a few prints for circulation.

On motion by *Mr. Phillips*, seconded by *Mr. Bowman* and carried, the Executive Secretary was authorized to purchase ten films from the secretary's Emergency War and Peace Fund to be made available from the office of the National School Service Institute in Chicago and that they be designated as having been made available by the NEA.

BUFFALO PROGRAM—*President Schlagle* outlined the tentative program for the Buffalo meeting which begins with the Executive Committee meetings on June 29 and 30; Conference of Presidents of Affiliated Local Associations, July 2; Board of Directors and meetings of Departments, July 3; Representative Assembly, July 4, 5, and 6; Post-Convention Conference of NEA officers with state leaders, July 7; Dinner meeting of New Board of Directors, July 7; new Executive Committee and Board of Trustees, July 8.

The meeting adjourned at 5:10 p.m.

Willard E. Givens, *Executive Secretary*
F. L. Schlagle, *President*

SUNDAY, FEBRUARY 18, 1945

The Executive Committee met at NEA headquarters in Washington at 10:30 a.m. with the following members present: *F. L. Schlagle*, president; *Mrs. Edith B. Joynes*, junior past-president; *Mrs. Mary D. Barnes*, *Leonard Bowman*, *Glenn E. Snow*, *B. F. Stanton* and *Emily Tarbell*. *Joseph H. Saunders*, chairman of the Board of Trustees, and *L. V. Phillips* were absent. *Willard E. Givens*, Executive Secretary and *Harriett M. Chase*, chief assistant to the Secretary, were present.

MINUTES OF THE NOVEMBER MEETING—A few amendments were made after which the minutes were approved as amended on motion of *Mrs. Barnes*, seconded by *Miss Tarbell*, and carried.

ACTION ON APPLICATION FOR AFFILIATION—Eight of the nine applications for affiliation, which were before the Committee for consideration, were approved on motion of *Mr. Snow*, seconded by *Mrs. Joynes*, and carried. The application of the Professional School Employees of the 11th Legislative District, PSEA, was held for further investigation. The applications approved were (1) Upper Cumberland (Ky.) Education Association, (2) Michigan Department of Classroom Teachers, (3) Southeast Missouri Teachers Association, (4) Lackawanna (N. Y.) Teachers Federation, (5) Syracuse (N. Y.) Branch, Association for Childhood Education, (6) Teachers Union of the City of New York, (7) Grand Forks, NDEA local #12, (8) Department of Superintendence of South Carolina.

President Schlagle requested the Committee on Affiliations—*L. V. Phillips*, chairman; *Mrs. Barnes* and *Mr. Snow*—to give further study to the matter of affiliations and delegate representation.

ELECTION OF ONE MEMBER OF THE DEFENSE COMMISSION—*George E. Roudebush*, superintendent of schools, Columbus, Ohio, who was elected a member of the Defense Commission at the last meeting of the Executive Committee, found it impossible to serve. *John Dodd*, superintendent of schools, Freeport, Long Island, was nominated by *Miss Tarbell* for the vacancy. There being no other nominations, a motion was made by *Mr. Bowman*, seconded by *Mr. Stanton*, and carried, that nominations be closed and *Mr. Dodd* be elected to the Defense Commission.

CREATION OF A DIVISION OF AUDIO-VISUAL INSTRUCTIONAL SERVICE—*Secretary Givens* pointed out the increasing importance of visual aids in the school curriculum and recommended that a Division of Audio-Visual Instructional Service be created and that an individual be selected as Director who has had experience and is well qualified in this field, whose job it would be to go before teachers groups to explain the use of all kinds of visual aids and how many of them may be secured at little or no cost. After discussion of the matter, a motion was made by *Miss Tarbell*, seconded by *Mr. Stanton* and carried, that the recommendation of *Secretary Givens* be approved for the creation of a Division of Audio-Visual Instructional Service and the selection of a Director for the Division.

FURTHER STUDY OF PROPOSAL FOR COOPERATION WITH THE ATA—After discussing the tentative draft of a plan to include the ATA in the Five-Year Program of Unification, Expansion, and Development, a motion was made by *Mr. Stanton*, seconded by *Mrs. Joynes*, and carried, that the Executive Secretary discuss the proposal with a few leaders in the ATA. Following discussion with ATA leaders, it was suggested that the matter be further discussed with the NEA directors in the 16 Southern states and by a group of other leaders in these states including the State Secretaries.

WAR AND PEACE FUND CAMPAIGN CLOSED—The campaign to raise a fund to be used to carry on the Association's war and peace program was initiated in February 1943. Organization and development of the campaign took place in the spring of 1943. Most of the states have completed their campaigns. Every state which has not done so will be encouraged to do everything possible to make a good showing. It was thought that the campaign should be closed this spring.

A motion was made by *Mr. Bowman*, seconded by *Mrs. Joynes*, and carried, that the War and Peace Fund Campaign be officially closed as of May 31, 1945.

REPORT ON WAR AND PEACE FUND—A report of receipts and expenditures of the War and Peace Fund as of January 31, 1945, shows gross receipts of \$311,919.14; NEA balance after adjusting with states, \$278,673.71; organization, promotion and holding conferences, \$10,475.85; expenditures through appropriations, \$127,646.50; balance January 31, 1945, \$160,097.29; unappropriated balance, \$53,529.59.

APPROPRIATIONS—Funds allocated from the War and Peace Fund for the teacher recruitment project and for printing and distributing the Leaders Letters have been overdrawn because of authorized additional activity in both fields. It was pointed out that the Legislative Commission may need additional funds beyond the balance from the War and Peace Fund allotment for the vigorous campaign planned for federal aid. A motion was made by *Mrs. Joynes*, seconded by *Mr. Snow* and carried, that sufficient funds be made available from current income to carry on the important program of the Legislative Commission, for the teacher recruitment project and for the *Leaders Letters*.

THE REPORT OF THE UNITED STATES CHAMBER OF COMMERCE—The Education Committee of the United States Chamber of Commerce has prepared for distribution to local Chambers a very excellent report called, "Education, An Investment in People." A copy was given to each member of the Committee. It was discussed by *Secretary Givens*. Its charts and graphs show very conclusively that there is a direct relationship between economic status and the educational level of the people of our country. The chairman of the Committee, *Thomas C. Boushall*, president of the Morris Plan Bank of Virginia, read some of the facts from the Report into recent hearings on federal aid for education before the Senate Committee on Education and Labor. Colored slides and a 15-minute recording for local radio stations based on the Report are available. The recording was made by the president of the United States Chamber of Commerce, *Mr. Eric Johnston*, *Thomas C. Boushall*, chairman of the Education Committee of the United States Chamber of Commerce, *John W. Studebaker*, United States Commissioner of Education, and *President Schlagle*.

REPORT OF THE OFFICE OF EDUCATION—*Secretary Givens* distributed copies of the Report of the Office of Education and called particular attention to Part II which explains the reorganization plan of the Office which was recommended by *President Roosevelt* and approved by the Bureau of the Budget. Every means possible to bring this report to the attention of leaders and to have it discussed will be most helpful. It is a fine opportunity to strengthen the Office of Education.

The meeting adjourned at 5:45 p.m. to reconvene at 9:30 a.m. Monday morning.

MONDAY, FEBRUARY 19, 1945

The Executive Committee was called to order at 10 a.m. with all members of the previous day present.

DUMBARTON OAKS WEEK—*Secretary Givens* read a telegram from *Clark M.*

Eichelberger, director of the American Association for the United Nations, inviting the NEA to be included with some other national organizations in a telegram to governors and leading mayors, urging that a proclamation be issued designating April 15 to 22 as Dumbarton Oaks Week in order to focus attention on the United Nations Conference to be held in San Francisco on April 25, 1945. A motion was made by *Mr. Stanton*, seconded by *Mrs. Joynes* and carried, that the NEA join in urging that such proclamations be issued.

REPORT ON LEGISLATION—*Secretary Givens* discussed briefly the Senate hearing on S. 181 conducted by the Senate Committee on Education and Labor, January 29 thru February 2. This bill, introduced in the Senate by *Senators Thomas* of Utah and *Hill* of Alabama, proposes an appropriation of \$300,000,000. Of this amount \$200,000,000 would be used for the emergency in education (teachers salaries) and \$100,000,000 for the equalization of educational opportunity. The Senate Committee is composed of 18 leading senators who are among the finest and ablest in the United States Senate. While not all members of the Committee were present at the hearings at all times, 17 attended part of the time. One member was absent on account of illness. Members of the NEA Legislative Commission were present and participated in the hearing. The testimony was the best and most effective ever given at a hearing on federal aid for public education.

R. B. Marston, director of the Division of Legislative and Federal Relations, discussed the national outlook for federal aid. He stated that the support in the Congress is better than it ever has been. The equalization factor was discussed at some length. *President Roosevelt*, in his annual message to Congress, recommended federal aid for public schools where it is needed and only where it is needed. There are some members of Congress who take this view. The Executive Committee expressed confidence in the work of the Legislative Commission and the Division of Legislative and Federal Relations and urged that adjustments be made in our bills if necessary for practical purposes—our main concern being that legislation be enacted which will be for the welfare and best interests of children, youth, and teachers.

AMERICAN EDUCATION WEEK—*Lyle W. Ashby*, assistant director of the Division of Publications, gave a report on American Education Week for 1944. The total sales of materials last year was \$20,244. Expenditures were paid out of income from sales, there being no budget last year. Even on this basis, there was a substantial net balance and there was a greater distribution of complimentary material than ever before. Radio scripts, newspaper mats, and a movie trailer in addition to printed materials were used. The theme chosen for American Education Week for 1945 is "Education to Promote the General Welfare."

MEMBERSHIP—In discussing the problems which are faced in developing an increased membership, *Secretary Givens* pointed out that the development of a unified membership is contingent upon securing federal aid more than upon any other single factor. He outlined a tentative plan for field work during September, October and November 1945, which would include every state provided the plan is agreeable with the state education association. The plan would include an indoctrination course at NEA headquarters during the summer for those who would do the field work. Most states would be covered by a team consisting of one individual representing the NEA and one representing the state association.

A membership report giving a survey of professional achievements and outlook for each state was reviewed. *Joy Elmer Morgan*, Director of the Division of Publications, gave an optimistic outlook for the achievement of the Five-Year Program. He pointed out that the achievement depends substantially upon such factors as (1) securing federal aid, (2) widening the circulation of the *Leaders Letter* until it includes approximately 1/10 the membership, (3) enlarging *The Journal*, when paper is available, to give each individual a greater direct return for his \$3 dues, (4) working out of a program to integrate state associations of Negroes, (5) solving the difficulty of the problems presented by the big city associations. He said that the difference between state and national association member-

ship should be used as a basis for setting up quotas. The suggested membership card for all-inclusive membership was presented. Mr. Snow suggested that more interest be taken by the NEA in state programs particularly in the tax structure and salary programs in the states. If a plan of interchange of the legislative proposals for state legislatures could be worked out, it would be very helpful to the state secretaries. It was suggested that the NEA might collect this material and also that the Research Division might be of help in the legislative field and in other ways.

T. D. Martin, director of membership, outlined plans for a campaign for new life members. The question was raised as to the feasibility of printing *Builders of Our Profession* this year. In connection with the discussion of a spring enrolment campaign, a motion was made by *Mr. Bowman*, seconded by *Mrs. Barnes*, and carried, that new members be given a choice of (1) paying \$2 with membership privileges to December 31, 1945 or (2) paying \$3 with membership privileges thru 1945-46 including complimentary copies of *The Journal* for April and May.

PLANS IN CONNECTION WITH THE UNITED NATIONS CONFERENCE IN SAN FRANCISCO, APRIL 25—*William G. Carr*, executive secretary of the Educational Policies Commission, discussed plans for securing a voice for education at the peace table in connection with the approaching conference of the United Nations in San Francisco on April 25. Six official delegates from the United States have been named by *President Roosevelt* to this conference, one of them being *Dean Virginia C. Gildersleeve*, Barnard College, Columbia University, New York.

Mr. Carr mentioned the excellent cooperation of the State Department. He urged that letters be sent to Senators suggesting to them that they in turn write the State Department urging that education be placed on the agenda of the San Francisco conference. A motion was made by *Mr. Snow*, seconded by *Mr. Stanton*, and carried, that a letter be sent by the Executive Committee to *The Honorable Edward R. Stettinius, Jr.*, Secretary of State, pointing out the importance of education in an effective and lasting peace and the need for an International Office of Education for carrying on educational and cultural work on a world basis.

A gift of \$5000 each by two Philadelphia citizens has been offered the Educational Policies Commission if the NEA will add \$5000, the entire sum to be used for publicity purposes in connection with an International Office of Education. Consideration is being given to having a well-written statement signed by a number of leading citizens thruout the country, asking for an International Office of Education and sent to the United Nations conference and a radio broadcast at a favorable time over all major networks by a well-known person. A motion was made by *Mr. Bowman*, seconded by *Mr. Stanton*, and carried, that if the gift of \$10,000 is made that the NEA allocate \$5000 from the War and Peace Fund to be used for this project.

WORLD CONFERENCE ON EDUCATION—In keeping with action taken at the last meeting of the Executive Committee, letters are being sent to the representative voluntary teacher organizations in all United Nations inviting them to send one or two delegates to a World Conference on Education to be held in the United States as soon after the war as normal transportation is resumed.

COMMITTEE ON INTERNATIONAL RELATIONS—*William G. Carr*, as liaison for the Committee on International Relations, described the International Relations Study Kit, containing 37 items, which has been sent to the 330 advisory members on the committee. It has been suggested that each committee member hold five meetings using these materials as a basis for discussion groups, debates, community forums, the press and on the radio. Six recordings are available without cost upon request.

The meeting adjourned at 6:45 p.m.

TUESDAY, FEBRUARY 20, 1945

The Executive Committee was called to order by *President Schlagle* at 9:45 a.m. with all members of the previous day present.

RECOMMENDATION REGARDING THE CASE OF THE PAST-PRESIDENTS—A motion was made by *Mr. Stanton*, seconded by *Mr. Snow*, and carried, that in light of the decision of *Judge Eicher*, Chief Justice of the District Court of the United States for the District of Columbia, in the case of the past-presidents, the Executive Committee recommends to the Board of Directors that Article II, Section 1 b of the By-laws be amended so as to be in entire harmony with the ruling of the District Court of the United States for the District of Columbia. Article II, Section (1 b) would then read as follows:

The Board of Directors shall consist of the president, the first vice-president, the treasurer, the chairman of the Board of Trustees, *the former presidents of the Association elected prior to July 1, 1937* and one additional member from each state, territory, or district to be elected by the Representative Assembly, and of all Life Directors of the National Educational Association, provided, however, that any state which has 20,000 or more paid members of the National Education Association as of May 31 preceding the annual meeting shall be entitled to a second director . . .

COMPULSORY MILITARY TRAINING—*Secretary Givens* stated that a copy of the Research Bulletin on superintendents' opinions on compulsory youth programs was sent to every member of Congress and that many letters of appreciation from Congressmen have been received and that requests for additional information resulting from a more recent poll were also made. The results of a poll of 3800 leaders in public education show a majority against immediate action and against the one-year training program which is being discussed by Congress, but do not indicate this group as opposed to all forms of compulsory military training as brought out in the question, "Are you opposed to all forms of compulsory military training in peacetime?"

The following statement was adopted as the present official pronouncement of the Association on this subject on motion of *Mr. Snow*, seconded by *Miss Tarbell*, and carried:

The National Education Association is in favor of all measures necessary for maintaining national security.

We believe that the immediate establishment of adequate civilian health and educational programs is essential in maintaining national security, both now and in the future.

World War II has demonstrated serious defects in the mental and physical health of some of our young men and women. It has made our country realize the necessity of building up and maintaining high standards of health, both for individual happiness and national security. A comprehensive national health program, conducted with thoroughness during childhood and adolescent years, is the best way to meet this need.

This war has brought into sharp focus the need for a broadened educational program with emphasis in the civic, cultural, scientific, and vocational fields. We advocate a program of education for *all* American youth as an indispensable element in national security.

It is our opinion that no military training program can supply the essential health and educational services needed. We believe that leaders in the field of health can achieve more working with all of our children and youth than a military training program can possibly accomplish working with able-bodied male citizens. We believe that our present well established schools and colleges can render greater educational service than can be rendered by a military training program.

The administration of any program of national security should be entrusted to those who are professionally competent. The health program should be carried out by leaders in the field of health and the educational program by educational leaders. If we adopt a military program, it should be carried out by military leaders.

We shall continue to study the question of compulsory postwar military training in light of our present situation, and if we are convinced that such a program is necessary for the best interests of national security, we will support it.

DEFENSE COMMISSION—Attention was called to Defense Bulletin #12. In discussing the part dealing with the Senate hearings on S. 181, the advisability of preparing a statement which would show why the NEA cannot compromise on certain points was discussed. Opposition to the measure is based mainly upon the method of distribution of funds and the fear of federal control.

LAY CONFERENCE ON POSTWAR PROBLEMS AND EDUCATION—The National Commission for the Defense of Democracy through Education has held five lay conferences on postwar problems and education between November 28, 1944 and January 26, 1945. The objectives of the conferences were (1) to give the schools the benefit of constructive lay thinking on education and (2) to build public support for schools on the solid foundation of lay understanding of the dependence of our postwar democracy upon effective education. The conferences have been attended by between 100 and 150 persons representing labor, agriculture, business, industry, civic organizations, the legal and medical professions, churches and social agencies, state planning boards, women's organizations, patriotic as well as educational groups. Local conferences of a similar nature are being planned in the states where these conferences have been held.

PRELIMINARY REPORT OF THE CHICAGO INVESTIGATION—An investigation of personnel practices in the Chicago schools, undertaken by the Defense Commission upon the recommendation of the Executive Committee, was begun on November 15. The investigating committee, composed of *Orville C. Pratt*, Spokane, Washington; *Mark May*, Yale University; *Virginia Kinnaird*, Fort Wayne, Indiana; and *Donald DuShane*, secretary of the Defense Commission, expects to complete the investigation and to prepare the report not later than April 15, 1945. The committee has had fine cooperation from the Illinois Education Association, the Chicago Division of the IEA, and numerous lay organizations in Chicago, as well as from the *Chicago Sun*, the *Chicago Daily News*, and the *Chicago Times*. The superintendent of the Chicago schools and the president of the schoolboard have refused to grant the committee admission to the schools or access to school records. In spite of this unfriendly attitude of the school administration, there is every indication that the investigation will be successful.

NEA TRAVEL SERVICE—*Secretary Givens* reviewed the proposal to start a world-wide travel service when normal travel is possible. In the meantime, it is proposed that consideration be given to setting up from one to four camps in different sections of the country to accommodate about fifty people each. The purpose would be largely for rest and recreation but cultural opportunities would also be available. Camps would be located near universities. Only members of the Association would be eligible to participate in the camp or world travel project. The plan was thoroly discussed. Because of travel conditions and other matters incident to war-time, it was decided not to undertake the camp plan this summer. A motion was made by *Mr. Bowman*, seconded by *Mr. Snow*, and carried, that the Executive Secretary prepare a statement of plans for camps and for world travel to be considered at the April meeting for recommendation to the Board of Directors.

FEDERAL AID LEAFLET—The text of a leaflet to be widely distributed during the federal aid campaign was read by *Secretary Givens* and some changes suggested by committee members.

STORY OF THE NEA—*Mildred S. Fenner*, assistant editor of *The Journal*, wrote a history of the NEA as her master's and doctor's theses. On the recommendation of *Secretary Givens* that an account of the development and program of the NEA be published and distributed by the NEA, a motion to approve the recommendation was made by *Miss Tarbell*, seconded by *Mr. Bowman*, and carried. The cost of approximately \$1000 for 5000 copies will be paid out of current income.

REVISION OF THE PERSONNEL AND SALARY CLASSIFICATION—The following personnel and salary classification for the headquarters staff was approved on motion of *Miss Tarbell*, seconded by *Mrs. Joynes*, and carried:

Personnel and Salary Classification for the Headquarters Staff

Rates are based on a work week of 39 hours. All employees, except those in executive, administrative and professional positions, as defined in the regulations of the Fair Labor Standards Act, will receive additional compensation for hours beyond a 39-hour week as follows: for the 40th hour the regular hourly rate; for hours beyond 40, one and one-half times the regular hourly rate.

	Basic	Maxi- mum	Annual Incre- ment
I. <i>Directors of Divisions</i>			
A. Administrative and Creative Divisions	\$5000	\$7500	\$250
BB. Asst. Directors, Creative Divisions	3500	6000	200
B. Other Divisions	2500	4500	200
II. <i>Head Assistants and Research Assistants</i>			
A. Outstanding Directive or Creative Work	1800	3000	120
BB. Excellent Directive or Creative Work	1600	2500	120
B. Outstanding Directive and Secretarial Work	1500	2300	120
III. <i>Clerks, Stenographers, and Technical Workers</i>			
AA. Outstanding Secretarial Work	1400	2100	60
A. Excellent Stenographic Work	1400	1900	60
BB. Good Stenographic or Clerical Work	1300	1700	60
B. Satisfactory Stenographic or Clerical Work	1300	1500	60
IV. <i>Unclassified, Temporary Employees</i>			
A. Clerks, Stenographers, Typists	\$100 a month minimum.		
B. Messengers, Mailers, Building Service, etc.	\$84.50 a month (\$.50 an hour) minimum		

Length of Service Required for Above Classifications:

- Classification I. No previous service with Association necessary.
- Classification II. One year of service on temporary roll required.
- Classification III. Two years of service on temporary roll required. During current emergency conditions, employees of special merit may be recommended for permanent roll after service of one year.
- Classification IV. No previous service required.

It was agreed that a full discussion of salaries would be taken up at the next meeting.

PERSONNEL RECOMMENDATIONS—On the recommendation of *Secretary Givens*, a motion was made by *Mrs. Joynes*, seconded by *Mr. Bowman*, and carried, to approve the changes in salary and classification of certain members of the Research Division and the Educational Policies Commission as presented by the Executive Secretary. A copy of these changes is on file with the official records in his office.

ELECTION OF ASSISTANT DIRECTOR OF THE DIVISION OF LEGISLATIVE AND FEDERAL RELATIONS—On the recommendation of *Secretary Givens*, a motion was made by *Mr. Snow*, seconded by *Mr. Stanton*, and carried, to elect *Frank Bass*, executive secretary of the Tennessee Education Association, as assistant director of the Division of Legislative and Federal Relations at a beginning salary of \$5400 and an allowance, not to exceed \$300, for moving household goods. If *Mr. Bass* accepts the election, it is hoped that he will join the staff as soon as possible.

CONTACTING FORMER TEACHERS IN THE SERVICE—A motion was made by *Mr. Stanton*, seconded, and carried, that a committee be appointed to study the possibility of

contacting former teachers in redistribution centers and hospitals to let them know that they are not forgotten by their profession and to render any possible service. *President Schlagle* asked *Mr. Bowman* to bring a report on this matter to the next meeting.

NEA DIRECTOR FOR TEXAS—The resignation of *Avis K. Roberson*, NEA director for Texas to become effective when her successor is selected, was read by *Secretary Givens*. Since no letter was on file from the state association recommending a successor to *Miss Roberson*, the matter was held in abeyance until the next meeting pending recommendations from the state association unless such information becomes available, making a mail vote possible.

MAILING LIST OF LEADERS LETTER INCREASED—One of the next *Leaders Letters* will be based upon information contained in the United States Chamber of Commerce report, *Education, An Investment in People*. Because this and other *Leaders Letters* are so informative and useful, *Secretary Givens* recommended that the mailing list be increased to include about one-tenth of our membership, possibly to include elementary and secondary principals who are members of their respective departments in our Association and that this enlarged mailing list be used beginning with the one dealing with the Chamber of Commerce report. A motion was made by *Mr. Snow*, seconded by *Mrs. Joynes*, and carried, that the number of *Leaders Letters* be approximately doubled.

REQUEST OF NATIONAL ASSOCIATION OF SCHOOL SECRETARIES TO BECOME A DEPARTMENT—The request of the National Association of School Secretaries was carefully considered. It was decided that further study should be made, having in mind the Five-Year Program of unification, expansion, and development.

REQUEST OF NORTH DAKOTA AND SOUTH CAROLINA FOR SPECIAL FIELD WORKER—*Secretary Givens* read a letter from the North Dakota Education Association. *A. C. Van Wyk*, president, North Dakota Education Association, who wrote for the board of directors of the NDEA, asked that the NEA consider making available a field worker in North Dakota for one year on an experimental basis, the cost to be divided equally between the NEA and the NDEA. It was estimated that the entire cost would be about \$3000.

A similar letter was read from the executive secretary of the South Carolina Education Association, *J. P. Coates*. He, too, asked that consideration be given to making available a field worker for one year on an experimental basis in South Carolina, the cost to be defrayed equally between the NEA and the SCEA. The estimated cost would be about \$4000. On motion of *Mr. Stanton*, seconded by *Mr. Bowman*, and carried, it was agreed that the NEA would bear half the expenses of field workers on an experimental basis for one year—one in North Dakota and one in South Carolina.

UNITED NATIONS FLAG—*Brooks Harding*, during the past two and one-half years, has developed a United Nations Honor Flag to be displayed with the national colors of each of the United Nations, thus honoring, by means of one flag, all the other nations which are participating in World War II. This Honor Flag, flown at Dumbarton Oaks, has been flying in Washington and some of the other United Nations centers for more than a year.

Our Association, on November 1, issued *Leaders Letter No. 25* in which we suggested that the school children of our nation make United Nations Honor Flags and use them in connection with the celebration which will be held when victory has been won in Europe. In this *Leaders Letter*, which went to about 16,000 school people in the nation, instructions were given for making the Honor Flag. It was discussed also in the January 1945 issue of *The Journal* of the NEA. Many letters have been received expressing appreciation and indicating that the flags are now being used in many schools.

After discussion of the possibilities that the use of the United Nations Honor Flag may have in serving as an emblem of honor and respect for the nations which are fighting with us in World War II, it was decided by motion made by *Mr. Stanton*,

seconded by *Mrs. Joynes*, and carried, that the NEA appropriate not to exceed \$1500 to help defray the expenses of *Brooks Harding* during the period of the next four months for promoting the idea of a United Nations Honor Flag in connection with the United Nations Conference which begins in San Francisco on April 25.

Due to the fact that our Association is making an intensive effort to secure an International Office of Education as a part of the world organization being discussed at this meeting, it was decided that no publicity should be given at present to our part in promoting the United Nations Honor Flag idea.

BUFFALO MEETING—After much discussion and careful consideration, a motion was made by *Mr. Bowman*, seconded by *Mr. Snow*, and carried, that the Executive Committee recommend to the Board of Directors that the Buffalo meeting be postponed. *Secretary Givens* was asked to send a letter to each member of the Board of Directors, quoting from the release of Director of War Mobilization and Reconversion *James F. Byrnes*, the Government Committee on Conventions and Article VII, Section 2 of the NEA Bylaws which provides that the Board of Directors may postpone the annual meeting during a war emergency, and the recommendation of the Executive Committee and request a vote by return mail. When the vote is completed, an announcement will be made to our membership and to the public.

AMENDMENT TO POLICY OF RETIREMENT—The amendment to the policy of retirement was read by *Secretary Givens*. On motion of *Mr. Bowman*, seconded by *Miss Tarbell*, and carried, it was agreed that the matter of retirement be an early item on the order of business at the next meeting.

LETTER TO DR. SAUNDERS—A motion was made by *Mr. Bowman*, seconded by *Miss Tarbell*, and carried, that the Executive Secretary write *Mr. Saunders*, expressing the best wishes of the committee and the regret that he was not able to be present.

GI EDUCATION CONFERENCE—*Howard A. Dawson*, director of the Division of Rural Service explained the provisions of the GI Bill of Rights regarding education and pointed out the lack of facilities for returning veterans of the lower school level. An explanatory conference to discuss this and kindred problems has been held and a work conference is being planned for February 26, 27 and 28.

STATEMENT TO THE NATIONAL BROADCASTING COMPANY—*Secretary Givens* read a letter to *President Niles Trammell* of the National Broadcasting Company and pointed out changes in the statement protesting the change in time without notice of the series "Pursuit of Learning." A motion was made by *Mr. Bowman*, seconded by *Mr. Snow*, and carried, that the letter and statement—if agreeable to the United States Commissioner of Education and the Executive Secretary of the American Vocational Association—be sent to *Mr. Trammell*.

REPORT OF THE DEPARTMENT OF HIGHER EDUCATION—*Ralph McDonald*, executive secretary of the Department of Higher Education, gave a report of the accomplishment of the Department since the office of the Department was opened in December 1944. The functions of the Department are to develop and extend the services of the NEA in the field of higher education and to build a unified professional association in higher education. Plans for carrying out these functions were discussed by *Mr. McDonald*.

NEXT MEETING OF COMMITTEE—The House hearing on federal aid will begin April 10. It was, therefore, decided on motion by *Mr. Snow*, seconded by *Mrs. Joynes*, and carried, that the next meeting of the Executive Committee be held at NEA headquarters April 14 and 15. Members of the Executive Committee are urged to be present for as much of the Congressional hearing as possible.

The meeting adjourned at 6:50 p. m.

Willard E. Givens, *Executive Secretary*
F. L. Schlagle, *President*

WASHINGTON, D. C.

SATURDAY, APRIL 28, 1945

The Executive Committee met at NEA headquarters in Washington at 10 a. m. with the following members present: *F. L. Schlagle*, president; *Mrs. Edith B. Joynes*, junior past-president; *Mrs. Mary D. Barnes*, *Leonard L. Bowman*, *L. V. Phillips*, *Glenn E. Snow*, *B. F. Stanton* and *Emily Tarbell*. *Joseph H. Saunders*, chairman of the board of Trustees, was absent. *Willard E. Givens*, Executive Secretary and *Harriett M. Chase*, chief assistant to the Secretary, were present.

MINUTES OF THE FEBRUARY MEETING—The minutes of the February meeting were approved on motion by *Mr. Phillips*, seconded by *Mrs. Barnes*.

PRESENTATION OF PROPOSED OUTLINE FOR NEA HANDBOOK OF INFORMATION—*Joy Elmer Morgan*, chairman of a staff committee working on an outline for a proposed handbook which will be used thruout the country next fall by all workers for the Association, presented a tentative outline. Later in the meeting, the outline was reviewed. No changes were suggested. *Mr. Morgan* and his committee were asked to proceed with the work according to the outline.

PRESENTATION OF A PROPOSED OUTLINE FOR AN NEA SOUND MOTION PICTURE—*Lyle W. Ashby*, chairman of a staff committee working on a proposed motion picture interpreting the NEA program, presented a tentative outline for the picture and discussed possible producers and cost. The question was raised of producing the picture in technicolor. *Mr. Ashby* investigated and reported that it would add considerably to the cost and delay the production. It was also pointed out that it would be extremely difficult, if not impossible, to get the material for producing a picture in technicolor. In discussing the matter later, a motion was made by *Mr. Phillips*, seconded by *Mrs. Barnes*, and carried, that an appropriation of \$25,000 or as much thereof as is needed be made available out of current income for the production of this motion picture and for making additional prints.

PRESENTATION OF TOPICS FOR SECRETARY'S REPORT—*Belmont Farley*, chairman of a staff committee working on the Secretary's Annual Report, presented an outline of topics and sub-topics. It is planned that the report will be on subjects of current interest to the lay public when schools open in the fall and that each section will be made available to newspaper and other editors. In discussing the outline of topics later in the meeting, suggestions were made for combinations and some eliminations.

REPORT OF CHICAGO INVESTIGATION—*Donald DuShane*, Executive Secretary of the National Commission for the Defense of Democracy thru Education, gave a brief report on the Chicago investigation. *Mr. DuShane* pointed out that the investigating committee was handicapped by lack of subpoena power and that the investigation was limited to personnel practices. He stated that there were definite evidences of intimidation of teachers, a dual spy system, and misuse of transfers. All of these items and others will be enlarged upon in the printed report which will be ready in May.

MEMBERSHIP STATUS—*T. D. Martin*, director of membership and *Joy Elmer Morgan*, director of the Division of Publications, both of whom have spent much time on plans for achieving the Five-Year Program and in working out a quota system for the state associations, discussed the matter of quotas and certain things upon which the achievement of the Five-Year Program depends. It was pointed out that in order to achieve the Five-Year Program of Unification, Expansion and Development, there will need to be sustained and persistent action along the following lines: (1) getting state and local education associations to adopt the program and to assume responsibility for unified dues; (2) the development of greater strength and activity among local associations generally, including an expanded field service; (3) enlarging *The Journal* when paper is available to give each individual member a greater direct return for his \$3 dues; (4) widen the circulation of the *NEA Leaders Letter* until it reaches approximately one in ten of our members; (5) the develop-

ment of a solution to the problem presented by the big city associations; (6) the working out of a program to integrate state associations of Negroes in the sixteen states and the District of Columbia where they are in separate organizations; (7) the achievement of higher salaries and higher standards for teachers thru state and federal aid; (8) the development of Future Teachers of America and of a more dynamic program of teacher recruiting; (9) the development of courses in professional organization in our teachers colleges and schools of education; (10) making increased provision for the expansion of NEA department services.

REPORT ON WORK CONFERENCE ON VETERANS EDUCATION—*Howard A. Dawson*, director of the Division of Rural Service, and *Ralph McDonald*, executive secretary of the Department of Higher Education, co-sponsors of the work conference on veterans education held at NEA headquarters on February 26, 27 and 28, 1945, gave a brief report of the conference and stressed the eighteen recommendations which were made as a direct result of the conference. It was pointed out that the veterans program is essentially a program of adult education. Attention was particularly called to the need for making certain amendments to the so-called GI Bill of Rights (Public Law 346). These amendments pertain (1) to the age limitation of 25 which should be repealed, (2) the desire for revision of the scale of benefits and (3) the repeal of the section which would make it necessary for benefits received by veterans to be charged against their adjusted compensation. Another recommendation to which special attention was called was the need for the establishment of a National Council on Veterans Education to act as a clearinghouse of information, to promote and conduct research and to promote the establishment and improvement of educational progress and services for veterans. It was recommended by *Mr. Dawson* and *Mr. McDonald* that the NEA expand its services to work in the field of veterans' education affairs. This recommendation was later adopted.

REPORT ON LEGISLATION—*R. B. Marston*, director of the Division of Legislative and Federal Relations, brought the following recommendations from the NEA Legislative Commission: (1) that the staff of the Division be increased to include one person who could give full time to the question of surplus property materials, especially with regard to the creation of stock piles to which education would have access. The immediate need is for a list of items that are needed by schools which should go into these stock piles. It was pointed out that the Surplus Property Board can, if they choose, make these materials available to schools without cost. (2) That a committee representing the NEA, AVA, Association of Land Grant Colleges, perhaps state universities and the American Association of Junior Colleges, confer before an education bill is drafted or the principles of a bill are formulated in order that these groups may be agreed upon the fundamental principles embodied in any education bill. *Mr. Marston* reported briefly on the hearings on H. R. 1296 before the House Committee on Education and stated that they would continue during next week. *Mr. Marston* stated that one of the immediate objectives is to get as many Congressmen as possible to ask that H. R. 1296 or a federal aid bill be brought out of committee in order that it may be debated on the floor of the House. *Mr. Marston* thinks that a favorable bill will be reported out of the Senate Committee but indicated that the response from the states must improve and increase if our efforts are to meet with success.

AMENDMENT TO THE POLICY OF RETIREMENT—The following amendment to the policy of retirement of staff members was adopted on motion by *Mr. Stanton*, seconded by *Mr. Phillips*, and carried:

The following is the policy of the Association controlling retirement of employees over 60 years of age in advance of normal retirement at age of 65 years:

Any employee of the Association between the ages of 60 and 65 years who has served the Association for fifteen years or more may be retired prior to the normal retirement age of 65 years either thru his own request or upon the request of the Executive Secretary when the Executive Secretary is con-

vinced that such retirement would be for the best interests of the Association. When, upon recommendation of the Executive Secretary, it appears to the Executive Committee that it is to the mutual advantage of such employee and the Association that such prior retirement be granted, the following policy will obtain:

That the Association assume the payment of insurance policy premiums at the date upon which the employee is retired and until the employee reaches the age of 65 years. That the Association also pay monthly to the employee upon retirement the amount of benefits provided by the policy for said employee at the age of 65 years;

That the Executive Committee reserve the right to revoke all or part of the payment of such premiums and benefits before age 65 years is reached if the employee so retired engages in business, or receives compensation for services, or otherwise receives income in such amount that the payment of the above benefits, in the opinion of the Executive Committee, either is unnecessary for a proper maintenance of the employee or is unfair to the Association.

COOPERATION WITH THE GENERAL FEDERATION OF WOMEN'S CLUBS—The General Federation of Women's Clubs is inviting a number of national organizations to be represented in a proposed clearinghouse for youth conservation activities. There would be regular meetings of the representatives of the various groups but there would be no dues or other fees. It would be expected that each organization would bear the expenses of its representative to meetings. A motion was made by *Mr. Bowman*, seconded by *Mr. Phillips*, and carried, that the NEA cooperate with the General Federation of Women's Clubs in the proposed clearinghouse for youth conservation activities.

CHANGE IN NAME OF DEPARTMENT OF SUPERVISION AND CURRICULUM DEVELOPMENT—On recommendation of the officers of the Department of Supervision and Curriculum Development that the name be changed to Association for Supervision and Curriculum Development, a Department of the NEA, a motion was made by *Mr. Stanton*, seconded by *Mr. Snow*, and carried, that the NEA Executive Committee recommend to the Board of Directors that approval for changing the name be granted.

APPOINTMENT OF NEA DIRECTOR FOR TEXAS—*Mr. Snow* made a motion, seconded by *Miss Tarbell*, and carried, that the resignation of *Mrs. Avis Roberson Collett*, NEA director for Texas be accepted. A motion was then made by *Mr. Bowman*, seconded by *Mr. Stanton*, and carried, that the recommendation of *C. M. Rogers*, president of the Texas State Teachers Association, that *Mrs. Virginia Lee Link*, El Paso be named to serve as director for Texas until the next meeting of the NEA Board of Directors be accepted.

APPOINTMENT OF NEA DIRECTOR FOR WASHINGTON—On motion of *Mrs. Joynes*, seconded by *Mr. Stanton*, and carried, the resignation of *John Rushing* as NEA director for Washington was accepted. The Board of Directors of the Washington Education Association has recommended that *Grace Campbell*, Spokane, be appointed to serve as NEA director for Washington. On motion by *Miss Tarbell*, seconded by *Mr. Phillips*, and carried, *Miss Campbell* was named as NEA director for Washington until the next meeting of the NEA Board of Directors.

APPOINTMENT OF NEA DIRECTOR FOR NORTH CAROLINA—On motion by *Mr. Bowman*, seconded by *Mrs. Joynes*, the resignation of *Ethel Perkins* as NEA director for North Carolina was accepted. On the recommendation of the Board of Directors of the North Carolina Education Association that *Bertha Cooper*, Elizabeth City, be named as NEA director for North Carolina, a motion was made by *Mrs. Barnes*, seconded by *Miss Tarbell*, and carried, that this recommendation be approved and that *Miss Cooper* be named NEA director for North Carolina until the next meeting of the NEA Board of Directors.

The meeting adjourned at 6:30 p. m.

SUNDAY, APRIL 29, 1945

The Executive Committee was called to order by *President Schlagle* at 9:20 a. m. with all members of the previous day present.

REPORT OF PROGRESS OF COMMITTEES, COMMISSIONS AND COUNCILS—Brief reports of the work during the year of committees, commissions, and councils were read by *Miss Chase*. In connection with the report of the Joint Committee of the NEA and the American Legion, it has been suggested that Commander Scheiberling of the American Legion be invited to appear before the NEA Executive Committee to bring the views of the Legion on compulsory military training and that the American Legion invite *President Schlagle* to appear before the Executive Committee of the American Legion to present the position of the NEA on federal aid for public education. A motion was made by *Miss Tarbell*, seconded by *Mr. Bowman*, and carried, that the NEA fulfil its part of this request.

PROPOSED PLAN OF FIELD WORK—*Secretary Givens* reported that letters have been sent to secretaries of state education associations, NEA directors and officers of the Department of Classroom Teachers in which it was pointed out that because of the postponement of the Buffalo meeting, work in the field must be intensified this fall. In order to do the field work effectively, the question was asked whether a conference of two weeks in Washington of state directors, state secretaries, and other leaders would be advisable or whether regional meetings of these leaders would be more effective. The responses from these letters indicated a preference for regional meetings. The matter of holding regional meetings was thoroly discussed. A motion was made by *Mr. Snow*, seconded by *Mrs. Joynes*, and carried, that the Executive Secretary proceed with plans for holding as many regional meetings as is necessary to cover the work adequately and that these meetings be held at the time that will be most convenient for the people concerned.

NEXT MEETING OF THE EXECUTIVE COMMITTEE, BOARD OF DIRECTORS AND BOARD OF TRUSTEES—After discussing possible dates and meeting places for the meeting of the Board of Directors and also for the next meeting of the Executive Committee and Board of Trustees, a motion was made by *Mr. Snow*, seconded by *Miss Tarbell*, and carried, that these meetings be held in the Stevens Hotel, Chicago; that the Executive Committee meet June 29, 30-July 2 and 6; that the NEA Directors meet at the same place July 3, 4 and 5; and that the meeting of the Board of Trustees be held on the evening of July 5.

EXPANSION OF HEADQUARTERS STAFF—Approval was given at the last meeting of the Executive Committee for adding an individual to the staff, well qualified in directing a program of audio-visual education services. *Secretary Givens* stated that he would bring a definite personnel recommendation for the consideration of the Executive Committee at the next meeting.

On the recommendation of *Secretary Givens*, a motion was made by *Mr. Bowman*, seconded by *Mrs. Barnes*, and carried, that there be created a Division of Adult Education Service at NEA headquarters. It was understood that the immediate problem to be attacked by the director of this division is that of veterans' education.

POSITION OF ASSISTANT SECRETARY CREATED—The work of the Association has so expanded and increased that a proposal was made to reorganize the headquarters responsibilities so that the Executive Secretary would work directly with four individuals instead of the entire staff and that the position of Assistant Secretary be created, thus freeing the Executive Secretary to spend more time working with other national organizations and with individuals both in the national and international fields. After discussion as to duties and other phases of the work of an assistant secretary, a motion was made by *Mr. Bowman*, seconded by *Mr. Snow*, and carried, that the position of Assistant Secretary of the National Education Association be created.

APPOINTMENT OF ASSISTANT SECRETARY—On the recommendation of *Secretary Givens*, *Karl H. Berns*, former field director for the Ohio Education Association and more recently in the field service of the American Red Cross, was appointed

Assistant Secretary at a beginning salary of \$6000, on motion by *Mr. Stanton*, seconded by *Mrs. Joynes*, and carried unanimously.

CONSIDERATION OF POLICY AFFECTING 1945-46 JOURNAL—Because of the paper shortage, it is recommended that the margin of *The Journal* be reduced one quarter of an inch, that the number of pages remain the same, with 24 text pages and 16 pages of advertising, that the fall numbers of *The Journal* be distributed on September 20, October 20, November 20 and January 1, and that the matter be reviewed early next year to determine whether the paper situation is such that a June number can be issued. There was general approval of the recommendation.

INTERPRETATION OF ACTION OF THE DELEGATE ASSEMBLY—The Executive Secretary of the National Commission for the Defense of Democracy thru Education was instructed by the Commission to ask for an interpretation of the action taken by the Representative Assembly at Pittsburgh in connection with the Defense Commission in which it is stated that members "be elected by the Executive Committee for a three-year period on a rotating basis, no member to serve more than two terms." A motion was made by *Mr. Stanton*, seconded by *Mrs. Barnes*, and carried, that the action of the Representative Assembly be interpreted as not applicable until the date upon which this action was taken—July 1944.

REPORT ON THE GOLDEN GATE CONFERENCE—Attention was called to the invitation from Secretary of State *Edward R. Stettinius, Jr.*, for our Association to designate a representative to serve as a consultant to the American delegation at the United Nations Conference on International Organization which opened in San Francisco on April 25. *William G. Carr*, associate secretary of the NEA and secretary of the Educational Policies Commission, was named by the Executive Committee at its last meeting to represent the Association at San Francisco should such an invitation come from the Department of State. *Ben M. Cherrington*, chancellor of the University of Denver and chairman of the NEA Committee on International Relations, and *President Schlagle* were named as advisers to the consultant. *Mr. Cherrington* is attending the conference now and *President Schlagle* will be in San Francisco for the latter part of the conference. *A. J. Stoddard*, chairman of the Educational Policies Commission and Superintendent of Schools, Philadelphia, and *Secretary Givens* will serve as advisers also as needed.

A report was given by *Secretary Givens* on the progress of the work on the United Nations Honor Flag.

PROGRESS RE WORLD CONFERENCE OF THE EDUCATIONAL PROFESSION—A report by *William G. Carr*, associate secretary, indicates that five countries have been issued invitations to be represented in a World Conference of the Educational Profession i. e., Canada, Scotland, Australia, England, and Venezuela. To date, the following state associations have indicated a desire to cooperate by acting as host to a delegate or delegates from one of the countries, this to include financing from time of entry into the United States until time of departure: Pennsylvania State Education Association, Wisconsin Education Association, Oregon State Teachers Association, Ohio Education Association, California Teachers Association, South Dakota Education Association, Kansas State Teachers Association, North Carolina Education Association, Illinois Education Association. The Oklahoma Education Association has indicated that funds are not available at this time for participation.

REPORT ON THE KATE FRANK CASE—Attention was called to the fact that *Kate Frank* has been re-employed recently by the Board of Education of Muskogee and that the member of the board who was running for re-election was defeated by a vote of more than two to one by the new member sponsored by those who were interested in the *Kate Frank* case. A motion was made by *Mr. Phillips*, seconded by *Miss Tarbell*, and carried, that a letter of congratulation be sent to *Miss Frank*.

LETTER TO DR. SAUNDERS—A motion was made by *Mr. Stanton*, seconded by *Mrs. Joynes*, and carried, that the Executive Secretary write *Mr. Saunders*, expressing regret that he was unable to attend the meeting of the Executive Committee and hoping for improvement in his health.

ACTION ON APPLICATIONS FOR AFFILIATION—On motion by *Mr. Phillips*, seconded by *Miss Tarbell*, and carried, the following applications for affiliation were approved: Administrative Division of the Detroit (Mich.) Teachers Association; Winston-Salem (N. C.) Negro Teachers Association; Department of Classroom Teachers of the Washington Education Association; New York State Elementary Principals Association.

FINANCIAL STATEMENT—*Secretary Givens* read a brief summary of comparisons of income, expense, and financial condition for the periods June 1-March 31 of last year and the current year. It is estimated that there will be an excess over expenses for the year of about \$70,000. The unappropriated balance in the War and Peace Fund is \$75,900.

REQUEST OF NEW JERSEY FOR SPECIAL FIELD WORKER—The New Jersey Education Association has requested that the NEA bear half the expenses of a full-time field worker on an experimental basis for one year and that the expenses of the state director be borne by the NEA for special work during September, October, and November. Action on this request was postponed until the July meeting.

APPROPRIATION FOR PRINTING AND DISTRIBUTING "EDUCATION, A MIGHTY FORCE"—Authorization for printing and distributing "Education, A Mighty Force" to be financed from the War and Peace Fund was given by the Executive Committee at its last meeting but no definite amount was appropriated. A motion was made by *Mr. Phillips*, seconded by *Mr. Snow*, and carried, that \$5000 be appropriated from the War and Peace Fund to cover this project.

REPORT BY MR. BOWMAN ON PLAN FOR CONTACTING FORMER TEACHERS IN THE MILITARY SERVICE—*Mr. Bowman* made a report of progress. He has received encouragement and cooperation from those in charge of hospitals and separation centers. *Mr. Bowman* suggested that local teachers clubs in centers where hospitals and separation centers are located be stimulated to invite service men and women who were former teachers to attend their meetings—both business and social—and to encourage them to return to the profession upon discharge.

The meeting adjourned at 5 p. m. to meet at Stevens Hotel, Chicago, beginning June 29.

Willard E. Givens, *Executive Secretary*
F. L. Schlagle, *President*

CHICAGO, ILLINOIS

FRIDAY, JUNE 29, 1945

The Executive Committee convened at 11:30 a. m. in the Stevens Hotel, Chicago. The following members were present: *F. L. Schlagle*, president; *Mrs. Mary D. Barnes*; *Leonard L. Bowman*; *B. F. Stanton*; *Glenn E. Snow*; and *Emily Tarbell*. *L. V. Phillips* and *Mrs. Edith B. Joynes* arrived for the afternoon session and *Edgar G. Doudna*, vice-chairman of the Board of Trustees, substituting for *Mr. Saunders*, chairman, came later. *Joseph H. Saunders* was absent due to illness. *Willard E. Givens*, Executive Secretary and *Harriett M. Chase*, chief assistant to the Secretary, were present.

MINUTES OF THE APRIL MEETING—The minutes of the April meeting were approved on motion by *Mr. Snow*, seconded by *Mr. Stanton*.

REPORT OF THE PRESIDENT—*President Schlagle* stated that since he would make a full report to the Board of Directors at which time members of the Executive Committee would be present, he would use the time in this meeting for consideration of other matters.

REPORT OF PROGRESS AND PLANS FOR PROMOTING THE FIVE-YEAR PROGRAM—*Secretary Givens* distributed the NEA Handbook just off the press which will be used by workers of the Association this coming year. Special attention was called to the pages dealing with membership and the unification program. A tabulation of reports from State Directors on plans for 1945-46 was read also. The advisability

of sending the usual broadcast letter to superintendents and principals this fall was discussed and it was the consensus that since the Handbook contains all the material necessary for use in membership work that it, together with the intensive field work planned, can supplant the letter this year but that each state situation be given careful study and if necessary a letter sent to fit each. *Leaders Letter #39* on NEA—state association achievement for 1945 under the Five-year Program was discussed. The NEA History was distributed and a brief statement on content made by Secretary Givens.

A motion was made by *Miss Tarbell*, seconded by *Mr. Bowman*, and carried, that the Executive Secretary express to those who were responsible for the preparation of the Handbook and the History the sincere appreciation of the Executive Committee for the promptness and excellent work done in preparing these publications.

NEA SOUND MOTION PICTURE—*Secretary Givens* reported that the script for the NEA sound motion picture, which is a documentary film, has been completed and that actual "shooting" will begin in July. The title has not been selected. The major feature is about 20 minutes in length and will be followed immediately by a 4-minute trailer. The main part of the picture is of such a nature that it can be shown before lay groups. A contract has been signed with Irving Jacoby of the Overseas OWI Film Unit who is on leave to do the work. The film will be ready about September 1. It will be a major tool in the hands of Association workers this year. The possibility of preparing an outline guide and film strip to aid in discussion following the showing of the picture was discussed.

PUBLICATION ON THE UNITED NATIONS CONFERENCE—It has been proposed that the NEA prepare a publication on the United Nations Conference primarily for teachers. This would be accompanied by suggestions for use and a short bibliography for elementary, secondary, and college teachers. It would contain between 32 and 48 pages and would be based on materials distributed and used at the Conference and would point out the significance of the Conference to future world peace.

A motion was made by *Mr. Bowman*, seconded by *Miss Tarbell*, and carried, that the NEA prepare this publication, to be available when schools open in the fall.

FUTURE OF LIAISON COMMITTEE ON INTERNATIONAL EDUCATION—The Liaison Committee on International Education made up of representatives of 30 national organizations was organized by *Grayson Kefauver* of Stanford University for the purpose of getting a plank in the platform for an international organization of Education and Cultural Relations. When *Mr. Kefauver* joined the staff of the Department of State, he resigned the chairmanship and *William G. Carr*, associate secretary of the NEA and secretary of the Educational Policies Commission, was elected chairman. A meeting of the Liaison Committee has been called at NEA headquarters on July 2 to consider the future of the Committee. Since the main purpose for which the Committee was organized has been accomplished, there is serious question as to whether it should be continued.

After a thoro discussion of the matter, a motion was made by *Miss Tarbell*, seconded by *Mrs. Barnes*, and carried, that *Mr. Carr* be advised that if it seems best to continue the Liaison Committee, the NEA will pay its proportionate share of the expenses for carrying on the work.

REPORT OF PROGRESS ON PLAN FOR WORLD CONFERENCE OF THE TEACHING PROFESSION—Letters have been sent to teachers associations in 17 countries. Acceptances have been received from six. Twelve state associations so far have agreed to serve as hosts. A tentative agenda for the meeting has accompanied each letter and a request made for suggestions. *Secretary Givens* read a letter from Sir Frederick Mander of the National Union of Teachers of Great Britain which was a partial reply to the invitation but which also pointed out problems which education faces on the European continent. In this connection, the place of WFEA was discussed. *President Schlagle* pointed out the insistence of the delegates at San Francisco on

abolishing the World Court whose membership includes some enemy and neutral countries and starting out with a new organization which at the beginning would include only the 50 nations represented at San Francisco. For this reason, *President Schlagle* was certain that any educational organization would have to be built along similar lines or not be recognized. It was suggested that in replying to Sir Frederick Mander, *Secretary Givens* point out the need for all educational groups on all levels working together in light of the United Nations Conference.

The Committee adjourned at 5:45 p. m. There was an informal meeting at 8 p. m. to discuss the preparation, experience, and classification of staff members and the general salary situation now facing the headquarters staff.

SATURDAY, JUNE 30, 1945

The Executive Committee convened at 9:45 a. m. with all members of the previous day present.

REPORT ON UNITED NATIONS HONOR FLAG—*Secretary Givens* read a report from *Brooks Harding* on his work in San Francisco in connection with the United Nations Honor Flag (four upright red bars on a field of white), a flag symbolic of all the United Nations to be used with the flag of any one of them. The report indicated a fine piece of basic work done and that much has been achieved.

NEW JERSEY FIELD WORKER APPROVED—The New Jersey Education Association has asked that a full-time field worker be employed this year who would devote part of his time to NEA matters such as membership promotion, strengthening local associations and organizing new ones. This individual would receive half of his salary and expenses (estimated at approximately \$5500) from the NEA and half from the NJEA.

A motion was made by *Mr. Snow*, seconded by *Mr. Stanton*, and carried, that the NEA bear half the expense of a field worker in New Jersey on an experimental basis for one year, it being understood that the NEA's share would not exceed \$3000.

REORGANIZATION AND APPOINTMENT OF MEMBERS OF SAFETY COMMISSION—The National Commission on Safety Education was created by action of the Executive Committee in February 1943. Funds have been supplied by the Automotive Safety Foundation. Membership on the Commission now consists of twelve professional educators representing all areas of instruction, the secretary of the Commission and the research consultant. Original appointments were made as follows: four for three years; four for two years and four for one year. Thereafter, four members were to be appointed each year for a period of three years. Because the secretary of the Commission was not appointed until March 1944, the terms of office of all members were extended one year. The Commission recommends that the membership be increased from twelve to fifteen members to give additional strength toward meeting its objectives. This arrangement would provide four members each for the subcommittees on elementary education and secondary education and three members each for the subcommittees on teacher education and the university and college level. It was pointed out that the proposed new organization does not conflict with the Commission's relationship with the Automotive Safety Foundation.

A motion was made by *Mr. Bowman*, seconded by *Mr. Doudna*, and carried, that the recommendation of the Safety Commission that the membership be increased from twelve to fifteen members be approved. On the basis of a Commission of fifteen members, seven new appointments are necessary this year because of resignations and this year's extension of appointments.

In the elementary education area, the appointments of *Edwin W. Broome*, superintendent, Montgomery County Schools, Rockville, Maryland, for one year and *Lida Thornton Meriwether*, primary teacher, Pascagoula, Mississippi, for two years were recommended. A motion was made by *Miss Tarbell*, seconded by *Mrs.*

Barnes, and carried, that *Edwin W. Broome* be appointed for a one-year term and *Lida Thornton Meriwether* be appointed for a two-year term.

In the secondary education area, the appointments of *Mabel Ewing*, teacher of Home Economics, Swarthmore High School, Swarthmore, Pennsylvania, for two years and *Gordon Graham*, supervisor of safety, Detroit Public Schools, for three years were recommended. A motion was made by *Mrs. Joynes*, seconded by *Mrs. Barnes*, and carried, that *Mabel Ewing* be appointed for two years and *Gordon Graham* for three years.

In the teacher education area, the appointment of *E. B. Norton*, state superintendent of Public Instruction, Montgomery, Alabama, for a three-year term was recommended. A motion was made by *Mr. Bowman*, seconded by *Mrs. Joynes*, and carried, that *E. B. Norton* be appointed for a three-year term.

In the university and college education area, the appointments of *Paul Eberle*, professor, West Virginia Institute of Technology, Montgomery, West Virginia, for a two-year term and *R. A. Moyer*, research associate, Iowa State College, Ames, Iowa, for a one-year term were recommended. A motion was made by *Miss Tarbell*, seconded by *Mrs. Barnes*, and carried, that *Paul Eberle* be appointed for a two-year term and *R. A. Moyer* be appointed for a one-year term.

RESIGNATION OF RICHARD R. FOSTER AND MILDRED M. WHARTON—*Richard R. Foster*, who has been an assistant director of research for several years, is resigning effective July 31, 1945 to become director of research in the Dayton, Ohio, public schools. *Mildred M. Wharton*, who is on the staff of the National Commission for the Defense of Democracy through Education, is resigning effective July 2, 1945 to become one of the field secretaries for the National Congress of Parents and Teachers.

A motion was made by *Miss Tarbell*, seconded by *Mr. Phillips*, and carried, that these resignations be accepted with regret.

HOUSING SITUATION AT HEADQUARTERS—*Secretary Givens* outlined briefly the need for giving consideration soon to building expansion by the Board of Trustees. It will be necessary to house some of the Association's activities outside the administration building until the building is enlarged.

SUGGESTED PLAN FOR TRAVEL SERVICE—*Secretary Givens* read an outline of a suggested plan for travel service showing objectives and development. The plan will be before the Board of Directors next week for action. Members of the Executive Committee are very favorable to the proposal.

CONTRIBUTION TO ANNIVERSARY FUND OF EDUCATIONAL PRESS ASSOCIATION—The Educational Press Association, founded in 1895, is raising a small anniversary fund for the publication this year of a special yearbook. *Lyle W. Ashby*, assistant director of publications, has been active in the association for many years and served as its secretary-treasurer for ten years.

A motion was made by *Mrs. Barnes*, seconded by *Miss Tarbell*, and carried, that the NEA contribute \$100 to this special anniversary fund.

AMERICAN EDUCATIONAL THEATER ASSOCIATION AND NATIONAL ASSOCIATION OF SUPERVISORS OF STUDENT TEACHERS—These are two small groups with a membership under 200 which seek departmental status in the Association. While no action was taken, it was the consensus that these groups be encouraged to join with departments already organized and whose interests are similar. There is need for strengthening our present departments and this would be one means of doing it.

NATIONAL ASSOCIATION OF SCHOOL SECRETARIES—The National Association of School Secretaries has been considering applying for departmental status for several years. Petitions have been circulated and many more than the required 250 signatures have been secured. Since the group is not clearly a part of the teaching staff, the matter of policy is involved in considering this application. The matter will be before the Board of Directors for consideration.

EXPANSION OF PUBLIC RELATIONS PROGRAM—*Secretary Givens* discussed the need for a Division of Public Relations properly staffed as one very important service to education and to our members. There are great possibilities growing out of

close working relationships with all large lay organizations—religious, civic, patriotic, fraternal. *Belmont Farley* is devoting all of his time to press and radio and should continue to do so. Members of the Committee were in general agreement with this proposal but no action was taken.

AUTHORIZATION OF SEMI-MONTHLY PUBLICATION FOR LAYMEN—The need and value of a small, four-page printed publication with some such title as *Public Education* which would be sent to a selected mailing list of laymen was discussed.

A motion was made by *Mr. Bowman*, seconded by *Mr. Snow*, and carried, that a semi-monthly publication on public education for lay readers be authorized.

Recommendation will be made by the Executive Secretary on a format for this four-page printed publication for laymen to be presented to the Executive Committee at the August meeting. A price will also be decided upon.

COOPERATION WITH ATA—The matter of closer working relationships with the ATA was discussed. It was agreed that if this group suggests departmental status encouragement be given.

REPORT ON WAR AND PEACE FUND—A report on the War and Peace Fund as of May 31, 1945 was read by *Secretary Givens*. The total balance unexpended is \$145,970.74. Gross receipts have amounted to \$319,355.57.

APPROPRIATION FROM WAR AND PEACE FUND—On the recommendation of *Secretary Givens*, a motion was made by *Mr. Bowman*, seconded by *Mr. Snow*, and carried, that an appropriation of \$21,696.09 be made available from the War and Peace Fund to the Department of Classroom Teachers. This amount added to the balance of \$3,303.91 makes a total amount of \$25,000. The sum is to be used over a three-year period for holding conferences for the development of local leaders.

MILITARY LEAVE FOR IVAN A. BOOKER—*Ivan A. Booker*, assistant director of research, has been invited to go to England for a period of from seven months to a year as an instructor in the army's university abroad for American soldiers. (GI College) He has requested military leave for this purpose.

A motion was made by *Miss Tarbell*, seconded by *Mrs. Joynes*, and carried, that *Mr. Booker* be granted military leave without pay beginning August 1, 1945 for a period not to exceed one year.

BULLETIN ON BETTER LIGHT AND BETTER SIGHT THRU EDUCATION—In August 1944, the Executive Committee took action relative to the possibility of publishing a bulletin in the field of better light and better sight to be financed by the NEA and issued as a Research Bulletin if practicable. Copy for such a bulletin is now ready but it does not seem advisable to publish it as a Research Bulletin.

A motion was made by *Mr. Snow*, seconded by *Mr. Bowman*, and carried, that a bulletin on better light and better sight thru education be published as a special bulletin.

OUR SCHOOLS—ANNUAL REPORT OF THE PROFESSION TO THE PUBLIC—*Secretary Givens* discussed the outline of this report which will first be issued to newspapers and magazines and then made available generally. It is designed to give specific information on matters of vital concern to every citizen and will be prepared in simple and concise form.

USE OF GOVERNMENT FILMS—Many films made and used by the army and navy are valuable for school use, and yet thousands of feet of film have been destroyed by the army. *Secretary Givens* read a resolution adopted by the National University Extension Association which urged that these films be made available at little or no cost to public institutions.

MONDAY, JULY 2, 1945

All members were present. *H. A. Allan*, business manager, was present to discuss the budget.

BUDGET REPORT—The established policy of the past has been to recommend appropriations for the next year in an amount equal to the income for the preceding year. In making recommendations for 1945-46, recognition has been taken of the

increased membership dues and the recommendations are based on an amount equal to the income of 1944-45 plus the amount that would result from the payment of \$1.00 additional dues for the same number of members as of 1944-45. Each item of the proposed budget was discussed by *Mr. Allan*.

A motion was made by *Mrs. Joynes*, seconded by *Mr. Snow*, and carried, that the report be recommended for action by the Board of Directors.

REPORT OF BOARD OF TRUSTEES—*Mr. Doudna*, vicechairman of the Board of Trustees, presented the report which was recommended for action by the Board of Directors.

TREASURER'S AND AUDITOR'S REPORTS—The treasurer's report was presented by *Mr. Stanton* and the auditor's report by *Mr. Allan*. These were recommended for action by the Board of Directors.

AMERICAN LEGION ON UNIVERSAL MILITARY TRAINING—*Colonel S. Perry Brown*, chairman, National Defense Committee of the American Legion and representing National Commander Scheiberling who had been invited to come before the Executive Committee, came at 11 o'clock to discuss the point of view of the American Legion on the subject of universal military training. *Colonel Brown* extended the greetings of the National Commander, who is deeply interested in the program of the NEA and regrets being unable to come before the committee personally. *Colonel Brown* reviewed the work and thinking of the Legion and other groups upon the subject and expressed his conviction that some form of military training will be a part of postwar planning and urged that groups most concerned with youth work out a plan that will be of greatest benefit. By means of a chart, *Colonel Brown* presented a plan which has been worked out by several groups, including the Legion, showing the steps in a 12 months' training program for every boy at age 18. This plan would give 4 months' intensive training during the summer after which time the young men could choose one of four plans, any one of which would result in at least an additional 8 months of training. *Colonel Brown* discussed the plan in detail and urged that educators help in making necessary changes and that we get behind a program that will be of greatest benefit to the young men and help to push it with the Legion.

DATES OF NEXT MEETING—On motion by *Mr. Snow*, seconded by *Mr. Doudna*, and carried, it was agreed that the next meeting of the Executive Committee be held in Washington on August 28, 29 and 30.

MESSAGE TO MR. SAUNDERS—*Mr. Stanton* made a motion, seconded by *Miss Tarbell*, and carried, that a message of appreciation be sent *Mr. Saunders*.

COOPERATION WITH TEXTBOOK PUBLISHERS IN FIELD OF VISUAL AIDS—Several textbook publishers have suggested that the NEA make a survey of visual aids for textbooks. After discussion, a motion was made by *Mr. Bowman*, seconded by *Mr. Stanton*, and carried, that the NEA make such a survey if sufficient funds are furnished by the textbook companies to do a thoro job and provided that the findings would be made available to all textbook companies.

NATIONAL COUNCIL OF EDUCATION—ITS FUNCTIONS AND PROGRAM—The place and function of the National Council were discussed. A motion was made by *Mr. Snow*, seconded by *Mr. Bowman*, and carried, that a committee of three be asked to work with the president and executive secretary on the place and function of the National Council and to bring in recommendations at the August meeting. It was necessary for *Mr. Doudna* to leave at this point.

ENLARGEMENT OF JOURNAL—There was discussion on possible enlargement of *The Journal* as paper permits. A member survey for suggestions was mentioned as a means of determining the best use of additional pages.

ORGANIZATION OF COMMITTEE WORK—The same general plan for organization of committees as was used in 1944-45 will be followed next year. *Karl H. Berns*, assistant secretary, will coordinate and give general direction to the work of all committees.

U. S. CHAMBER OF COMMERCE—An invitation to membership by the Association in the U. S. Chamber of Commerce was considered. It was the unanimous opinion

of the Committee that the NEA continue its policy of cooperating with all organizations interested in education but not becoming a member of any.

HONORARY LIFE MEMBERSHIP FOR DEAN GILDERSLEEVE—Because of her outstanding work in helping to get education in the Charter at the United Nations Conference, it was suggested that the NEA present *Dean Virginia Gildersleeve* of Barnard College with an honorary life membership in the NEA at the proper time and place.

A motion was made by *Mr. Phillips*, seconded by *Mrs. Joynes*, and carried, that *Dean Gildersleeve* be presented with an honorary life membership in the NEA, the details to be worked out by the headquarters staff.

PAYMENT OF SUBSTITUTES—A motion was made by *Mrs. Joynes*, seconded by *Miss Tarbell*, and carried, that the payment of \$20 be allowed for a substitute for *Mrs. Marie Kerr*, Smithfield, Missouri, who came to Washington to testify at the hearing on S. 181 and that the payment of \$7.70 be allowed for a substitute for *Anne Sutherland* for attending a meeting of the Committee on Tenure and Academic Freedom.

DEPARTMENT OF HIGHER EDUCATION—*Secretary Givens* asked that consideration be given at the August meeting to (1) abolishing dues in the Department of Higher Education so that the time and effort of *Ralph McDonald*, Executive Secretary, can be given to encouraging membership in the NEA and to organizing in institutions of higher learning an NEA unit which would discuss NEA and educational problems, and (2) creating a Division of Higher Education. If this were done, *Mr. McDonald* would serve as Director of the Division and Secretary of the Department.

CONFERENCE WITH NBC OFFICIALS—*Secretary Givens* reported on the conference with *James R. Angell* and *Sterling Fisher* regarding the change in time without notice of the "Pursuit of Learning" series. The change in time was very embarrassing to them and they are anxious to prevent any similar occurrence in the future. The NBC officials thought that it might be possible to arrange for a series of broadcasts this fall, consisting of one program per week for a 13-week period.

STATUS OF PROPOSED MAGAZINE ON EDUCATION IN SMALL COMMUNITIES—Since a grant from the Kellogg Foundation has been secured for a three-year period by *Executive Secretary W. P. King* of the Kentucky Education Association for carrying on a project in the area of rural education which will include magazine articles, the project proposed by *Frank Cyr* and others is inactive.

REORGANIZATION OF EDUCATION AND THE FEDERAL GOVERNMENT—Two tentative plans for education's part in a reorganization plan of the Federal Government were presented by *Secretary Givens*. One plan which proposes to create a Department of Human Resources was prepared by representatives of the American Association of University Women, Association for Childhood Education, National Congress of Parents and Teachers and National Council of Jewish Women. The other which would create a Department of Education, Health, Recreation, Welfare and Social Insurance was prepared by the Committee on Reorganization of Community Services of the Woman's Foundation, Inc. under the leadership of *Mrs. Eugene Meyer* and *Leonard Mayo*, co-chairmen. Since the platform of the NEA still contains a provision for a Department of Education with a Secretary in the President's Cabinet, the question was raised as to whether the Board of Directors can take action contrary to the platform. Can the Board of Directors change the action of the Representative Assembly?

A motion was made by *Mr. Stanton*, seconded by *Mr. Snow*, and carried, that the substance of the two proposals be given the Board of Directors by *Secretary Givens* for their information and suggestions.

RESIGNATION OF H. G. MOSBY AND APPOINTMENT OF FRANK GELLERMAN—A motion was made by *Miss Tarbell*, seconded by *Mrs. Joynes*, and carried, that the resignation of *H. G. Mosby* as NEA director for North Dakota be accepted and the appointment of *Frank Gellerman* to succeed him until the meeting of the Board of Directors be made.

The Committee adjourned at 6 p.m.

THURSDAY, JULY 5, 1945

The Executive Committee convened at 8 p.m. with all members of the previous meetings present except *Mr. Doudna*.

APPOINTMENT OF COMMITTEE TO DEVELOP UNDERSTANDING BETWEEN ELEMENTARY TEACHERS OF ENGLAND AND OF THE UNITED STATES—The purpose of this committee is to explore practical and realistic ways of improving understanding between the teachers of the elementary schools of England and the United States so that the children of these countries may have a clearer understanding of each other. To do this, it is proposed that this committee spend several weeks in England to study the elementary child and the English program for him. Each teacher of the committee will visit a large city school, one in a suburban area, one in an industrial area and one in a rural district. In addition, the committee will study the elementary child in the home, the church and in children's organizations. The visit might well result in an exchange of teachers and teaching materials; special articles for the NEA and state journals and a unit on England to be used by social studies teachers. It was recommended that the committee be composed of *Muriel Hampton*, elementary teacher, Pasadena, California; *Mabel Studebaker*, classroom teacher, Erie, Pennsylvania; *Mrs. Beulah Keeton Walker*, classroom teacher, Dallas, Texas, and president, Department of Classroom Teachers, NEA; and *E. W. Jacobsen*, president, University of Louisville, Louisville, Kentucky, formerly assistant superintendent of schools in charge of elementary education in Oakland, California, *Chairman*. The expenses of the committee from the point of departure and return will be borne by the British Government.

A motion was made by *Mr. Bowman*, seconded by *Mr. Snow*, and carried, that this committee be appointed and that the NEA pay the expenses of the committee members from their homes to the point of departure and return. The committee will leave about September 1.

APPOINTMENT OF ASSISTANT DIRECTOR OF RESEARCH—The resignation of *Richard R. Foster* and the leave of absence of *Ivan Booker*, both assistant directors of research, create vacancies which must be filled promptly in order that the program of the Division may go forward. *Secretary Givens* recommended the appointment of *Clayton D. Hutchins*, director of the school section of ODT and before that a member of the staff of the State department of education in Ohio as assistant director of research to begin duty on September 1 at a beginning salary of \$5400.

A motion was made by *Mr. Snow*, seconded by *Mrs. Joynes*, and carried, that the recommendation be approved.

NORTH DAKOTA FIELD WORKER APPROVED—The Selections Committee appointed by the board of directors of the North Dakota Education Association has recommended the appointment of *L. C. Morrison* on an experimental basis as field worker for ten months in North Dakota and that the NEA pay one-half the salary and expenses in an amount not to exceed \$2000.

A motion was made by *Mr. Snow*, seconded by *Mr. Stanton*, and carried, that the NEA approve this request from North Dakota.

FUNDS FOR EXPANDED PROGRAM OF CITIZENSHIP COMMITTEE—The Citizenship Committee met at NEA headquarters in Washington on June 21-22 and developed a program for 1945-46. Among other things, the Committee proposes: (1) to stress the observance of National Citizenship Day (I Am An American Day); (2) to encourage high-school principals to write their graduates when they reach their 21st birthday pointing out the importance of the day and stressing their responsibilities; (3) to encourage Vitalized Commencements; (4) to stress the principle of practicing the Good Neighbor policy among our own people. To carry out this program, the committee requested an appropriation of \$6000 to cover costs of: (1) three meetings of the committee; (2) materials and personnel; (3) printing a manual and a poster. The Executive has made available in the regular appropriations for committees, commissions, and councils, sufficient funds to carry on this program.

EDUCATION REFERENCE SECTION IN LIBRARY OF CONGRESS—*Elaine Exton*, who has been employed on a temporary basis in the Division of Legislative and Federal Relations and also in the Division of Rural Service, is working to secure an Education Reference Section in the Library of Congress and has requested the moral support of the NEA in this work.

A motion was made by *Mr. Bowman*, seconded by *Mr. Phillips*, and carried, that *Miss Exton* work with the sanction of the NEA on this worthy project.

CONSIDERATION OF APPOINTMENT OF ASSISTANT DIRECTOR OF DIVISION OF RURAL SERVICE—In order to carry on the expanded program in this Division, request has been made for an addition of another assistant director. *Secretary Givens* will make a recommendation at the August meeting.

QUALIFICATIONS FOR ASSISTANT DIRECTOR, DIVISION OF RURAL SERVICE—In order to render assistance to state departments of education in the fields of consolidation, finance, reorganization of school units, etc., to promote professional organizations among rural teachers and to improve rural living generally, an individual with experience and background in these fields is sought.

ACORNS FROM DUMBARTON OAKS—The acorns from the Dumbarton oaks will be made available this fall to the NEA for any school that requests them. To provide for the expense of boxing and mailing these acorns, a motion was made by *Miss Tarbell*, seconded by *Mrs. Barnes*, and carried, that the NEA finance this project. It was suggested that a sheet of instructions for planting accompany each package.

APPOINTMENT OF DIRECTOR OF AUDIO-VISUAL INSTRUCTIONAL SERVICE—After considering several applications, a motion was made by *Mrs. Barnes*, seconded by *Mr. Snow*, and carried, that *Vernon G. Dameron*, educational specialist in the Visual Aids program for the army air forces at Chanute Field, Illinois, and who has finished all the courses for his doctor's degree in this field at Harvard University, be appointed director of the Division of Audio-Visual Instructional Service to begin work on September 1, 1945.

SALARY FOR DIRECTOR OF DIVISION OF AUDIO-VISUAL INSTRUCTIONAL SERVICE—A motion was made by *Mr. Stanton*, seconded by *Mrs. Joynes*, and carried, that the salary of the director of Audio-Visual Instructional Service be \$5400.

The meeting adjourned at 10:30 p.m.

FRIDAY, JULY 6, 1945

The Executive Committee convened at 9:45 a.m. with all members of the previous meeting present.

APPOINTMENT OF DIRECTOR OF ADULT EDUCATION SERVICE—After considering the qualifications and experience of a number of applicants, a motion was made by *Miss Tarbell*, seconded by *Mrs. Barnes*, and carried, that the recommendation of *Secretary Givens* for the appointment of *Leland P. Bradford* as director of the Division of Adult Education Service be accepted. *Mr. Bradford* is serving at present as director of training for the Federal Security Agency in Washington, D. C. Previous to coming to this position, he was with the United States Naturalization and Immigration Service. Before this, for several years, he was in adult education work in the State of Illinois.

APPOINTMENT OF AGNES SAMUELSON IN PUBLIC RELATIONS FIELD—The need for expanding the work in the public relations field discussed earlier in the meeting was reopened. After careful consideration, it was agreed on motion by *Mrs. Joynes*, seconded by *Mrs. Barnes*, and carried, that *Agnes Samuelson*, who is now executive secretary of the Iowa State Teachers Association, be appointed as assistant director in the public relations field to work with religious, civic, and patriotic groups; her duties to begin this fall at a salary of \$5500.

CREATION OF DIVISION OF TRAVEL SERVICE—Consideration has been given for some time to the possibility of creating a travel service for all members of the NEA, who wish to participate, thus affording an opportunity to travel at the lowest possible cost. This service would be self-supporting but non-profit making. Plans for

such service would include: (1) establishing five or more summer camps in various sections of the country. At the present, these camps would accommodate a maximum of fifty persons; would be run at the lowest possible cost to the members; would provide social, recreational, and cultural activities; (2) well planned tours throughout the United States; (3) carefully planned tours to Canada and Mexico and as transportation facilities become available, worldwide tours would be developed. This service would be planned to secure the greatest possible educational, cultural, recreational and social returns from travel; to promote human understanding and goodwill with the peoples of other countries and to promote the growth and development of our members so that they will be better fitted to render fine service to you and to our country.

A motion was made by *Mr. Snow*, seconded by *Miss Tarbell*, and carried, that a Division of Travel Service be created and an appropriation of \$12,000 be made from the Operating Emergency Fund for carrying forward the work during the school year 1945-46.

Later in the meeting and on the recommendation of *Secretary Givens*, a motion was made by *Mr. Snow*, seconded by *Mrs. Joynes*, and carried, that *Paul Kinsel*, who has had considerable experience in this field, be appointed director of this Division to begin duties September 1 at a salary of \$6000.

NATIONAL TEACHERS EXAMINATION—The use and implications of National Teacher Examinations were discussed. These examinations, which are an outgrowth of the Committee on Teacher Education of the American Council on Education, are used as a basis for salary adjustment in many places. Teachers who take them are required to pay a fee. The possibility of authorizing a study in the field was held in abeyance until the next meeting of the Executive Committee.

SEPARATION OF THE DIVISION OF ACCOUNTS AND RECORDS—*The Executive Secretary* explained that the work in this division has become too heavy for one director to carry and upon his recommendation, a motion was made that the division be separated, making a Division of Accounts with *Mary J. Winfree*, director, and a Division of Records with *W. L. Christian*, director. *Mr. Christian* has been with the Association for many years but is now on military leave with the Coast Guard.

A motion was made by *Mr. Bowman*, seconded by *Mr. Phillips*, and carried, that this recommendation be approved.

SALARY RECOMMENDATIONS—The Executive Secretary was asked to make a careful study of the whole salary situation and to bring definite recommendations on the salary classifications and increases for personnel to the August meeting of the Executive Committee.

FRIDAY, JULY 6TH, 2 P.M.

Joint Meeting with State Secretaries

The following members of the Executive Committee of the National Association of Secretaries of State Teachers Associations met with the NEA Executive Committee: *Irving F. Pearson*, Illinois, president; *Harvey Gayman*, Pennsylvania; *Walton B. Bliss*, Ohio, and *Martin Moe*, Montana.

President Pearson reported a balance of \$1600 from the fund appropriated by the state associations and the NEA for holding an annual meeting of state secretaries and any meetings of special committees of the group that might be necessary. *Secretary Givens* stated that an appropriation of \$2000 from the NEA for this year is already in the budget.

It had been previously agreed that the meeting for 1945 would be in Washington. The tentative date set by the state secretaries is for the week beginning November 26, 1945.

Ways and means by which the state and national associations can best cooperate in promoting the Five-Year Program were discussed. In this connection, the new services which will be available from NEA—increased field work, motion picture, services from divisions including newly created divisions—were emphasized. The

growth in membership in the NEA envisioned by the Five-Year Program presents a problem in delegate representation in the Assembly. It was suggested that a committee be appointed from each organization to work independently to study the problem and to bring suggestions and recommendations when the secretaries meet in Washington. *President Schlagle* asked the committee which has been working on affiliations to serve for the NEA Executive Committee.

The state secretaries are greatly interested in the NEA motion picture and are anxious to secure prints for use in the states thru the state offices.

Secretary Givens discussed briefly the publication for laymen authorized by the Executive Committee and asked the cooperation of the secretaries in preparing a mailing list.

The state secretaries left at 4:15 p.m. and the NEA Executive Committee continued in session.

REPORT OF RESULTS OF QUESTIONNAIRE TO LOCAL ASSOCIATIONS REPRESENTED AT PITTSBURGH—*Secretary Givens* read a tabulation of the results of a questionnaire sent to presidents of local associations represented at Pittsburgh covering such topics as conditions of employment, finance, national issues, organizational problems, school administration, welfare activities. From a total of 103 replies, 45 indicated the need of field workers as first choice and 39 indicated the need for a motion picture.

A motion to adjourn to meet at NEA headquarters in Washington, August 28, 29 and 30 was made by *Mr. Snow*, seconded by *Mrs. Joynes*, and carried. The meeting adjourned at 4:30 p.m.

Willard E. Givens, *Executive Secretary*
F. L. Schlagle, *President*

WASHINGTON, D. C.

TUESDAY, AUGUST 28, 1945

The Executive Committee convened at 10:30 a.m. in the Administration Building of the NEA in Washington. The following members were present: *F. L. Schlagle*, president; *Leonard L. Bowman*; *Mrs. Edith B. Joynes*; *L. V. Phillips*; *B. F. Stanton*; *Glenn E. Snow*, and *Emily Tarbell*. *Mrs. Mary D. Barnes* arrived for the afternoon session and *Edgar G. Doudna*, vicechairman of the Board of Trustees, substituted for *Joseph H. Saunders*, chairman, who was ill. *Willard E. Givens*, Executive Secretary, and *Harriett M. Chase*, chief assistant to the Secretary, were present.

MINUTES OF THE CHICAGO MEETING—The minutes of the Chicago meeting of June 29, 30 and July 2, 5 and 6 were approved on motion by *Mr. Stanton*, seconded by *Mr. Snow*, and carried.

LEADERS LETTERS—*Joy Elmer Morgan*, editor of *The Journal* of the NEA, who has produced *Leaders Letters*, discussed their purpose, suggested changes in material and format, frequency of publication and mailing list. It was the general agreement that a proposed letter to lay leaders should go also to those who received the *Leaders Letters*. All agreed that these *Letters* have been most helpful and much of the material has been used in classroom work. The reproduction of educational articles which appear in lay magazines; material to stimulate the raising of educational standards and publishing the results of a survey of outstanding war service of school people were suggested for either lay readers or the *Leaders Letters*.

IMPROVEMENT OF NEA JOURNAL—*The Journal* was first published in 1921 and began with 64 pages. The depression in the early 30's and more recently the limitation in paper by the Government have reduced the number of text pages. Now that paper restrictions are lifted, it is hoped that the text of *The Journal* may be increased to a minimum of 64-72 pages per issue. The question of size and number of pages of the magazine was discussed at some length. It was the consensus that the size should not be changed but that the number of pages should be increased

in order to serve more adequately our membership. There are many areas which *The Journal* has been unable to touch because of limited space. A motion was made by *Mrs. Joynes*, seconded by *Mr. Bowman*, and carried, that *The Journal* be increased to 96 pages. It was understood that the ratio between the number of pages devoted to advertising and text would never exceed that of one to two. It was also understood that if paper is not available in January that *The Journal* will be increased to 96 pages as soon as paper is available.

The question of using color thruout the magazine was discussed. *Mr. Morgan* stated that the rotogravure process would add little to the cost. After discussing the matter of a new title for the *NEA Journal*, a motion was made by *Mr. Snow*, seconded by *Mr. Phillips*, and carried, that the title be changed from the *Journal of the National Education Association* to *American Education—the Journal of the National Education Association*. *Mr. Morgan* was asked to submit sample covers for *The Journal* at the next meeting of the Executive Committee. It was understood that the new title would be used beginning with the January 1946 issue.

JOURNAL POLICY—The contemplated change in name and number of pages in *The Journal* makes it imperative that there be set up certain policies for the guidance of the editor and his staff. In keeping with this discussion, a motion was made by *Mr. Stanton*, seconded by *Mrs. Joynes*, and carried, authorizing the president to appoint a committee of from three to five people to spend at least three days at headquarters on *Journal* cover and content for January, it being the feeling that this issue would be the guide for those following.

ADOPTION OF NEW PERSONNEL AND SALARY CLASSIFICATION—On recommendation of *Secretary Givens*, the following revised Personnel and Salary Classification Schedule for the headquarters staff was adopted, effective September 1 on motion by *Mr. Stanton*, seconded by *Mrs. Joynes*, and carried.

Personnel and Salary Classification for the Headquarters Staff

Rates are based on a five-day work week of 40 hours. All employees, except those in executive, administrative, and professional positions, as defined in the regulations of the Fair Labor Standards Act, will receive additional compensation for hours beyond a 40-hour week at one and one-half times the regular hourly rate.

CLASSI- FICATION	MINIMUM SALARY	ANNUAL INCR.	MAXIMUM SALARY
<i>Executive, administrative, and professional positions:</i>			
A-1 Associate secretaries and special assistants with duties involving highest responsibilities—salaries as determined by Executive Committee			
A-2 Directors of major divisions.....	\$5000	\$250	\$8000
A-3 Assistant directors of major divisions.....	3500	200	6500
A-4 Directors of minor divisions.....	3000	200	5500
<i>Assistant administrative and professional positions:</i>			
B-1 Grade one.....	2800	120	4500
B-2 Grade two.....	2600	120	3500
B-3 Grade three.....	2400	120	3000
B-4 Grade four.....	2200	120	2800
<i>Secretarial, clerical, and mechanical posi- tions requiring experience, skill, judgment, and responsibility:</i>			
C-1 Grade one.....	2000	60	2500
C-2 Grade two.....	1800	60	2300

C-3	Grade three.....	1600	60	2100
C-4	Grade four.....	1500	60	1900

*General stenographic, clerical, mechanical,
and custodial positions:*

D-1	Grade one.....	1400	60	1700
D-2	Grade two.....	1300	60	1500
D-3	Grade three.....	1200	60	1300
D-4	Grade four.....	1100	60	1200

Unclassified temporary positions:

- E-1 Clerks and typists, \$100 a month, minimum.
E-2 Messengers, mailers, building service, etc., \$88 per month or \$.50 per hour minimum.

No previous service with the Association necessarily required for permanent appointment to Classifications A and B; service with the Association for at least one year required for permanent appointment to Classifications C and D. During the period prior to eligibility to permanent appointment, temporary placements, for salary determination purposes, will be made in Classifications C and D.

APPROVAL OF SALARY ADJUSTMENTS AND RECLASSIFICATION—Upon recommendation of *Secretary Givens*, the salary adjustments and reclassification schedule of members of the staff were approved upon motion by *Mr. Bowman*, seconded by *Mr. Snow*, and carried.

COMMITTEE ON NATIONAL COUNCIL OF EDUCATION—*President Schlagle* appointed the following Executive Committee members to study the place and function of the National Council of Education: *Mrs. Barnes*, *Mr. Snow*, *Mr. Phillips*, *Mr. Doudna*, chairman.

Later in the meeting, *Mr. Doudna*, chairman of the committee, recommended a reorganization of the Council and that it hold a one-day meeting ahead of the NEA convention; this program to be a panel discussion, participants being representatives of nationally known lay organizations and educators in the ratio of three laymen to one educator. A motion was made by *Mr. Snow*, seconded by *Mr. Phillips*, and carried, that the committee prepare a complete report for the next meeting of the Executive Committee including an analysis of necessary changes in the Constitution and Bylaws of the Council, the proposed new setup and a list of organizations to be invited to participate in such a program as outlined above.

The meeting adjourned at 5 p.m.

WEDNESDAY, AUGUST 29, 1945

The Executive Committee convened at 9:45 a.m. with members of the previous day present.

FIVE-YEAR PROGRAM—In discussing the progress of the Five-Year Program of Unification, Expansion, and Development, *Mr. Morgan* expressed encouragement. However, there is much work to be done before all the states will have adopted the Program in principle. *Mr. Morgan* pointed out the inadequacy of our program even if the Five-Year Program were realized now. It would be too little for the urgency of the times. Unification of membership should be followed with a definite program of action. The National Education Association might well set up a list of such things as retirement, larger units of administration, minimum salary schedule, tenure, and many others, as areas in which there should be action. Creation of a strong public opinion would make a state feel out of line unless it had a program in these areas or had accomplished these minimum essentials. *Mr. Morgan* was asked to prepare a report along these lines for consideration of the Committee at its next meeting.

ACTIVITIES IN THE INTERNATIONAL FIELD—*William G. Carr*, associate secretary

of the NEA and secretary of the Educational Policies Commission, reported on the present status of NEA activities in the international field. The publication of a pamphlet on the United Nations Charter, authorized by the Executive Committee in June, is well under way. It will contain about 41 pages and is titled, *Teaching About the United Nations Charter*. It is designed for the use of teachers and will be distributed largely without cost.

The Liaison Committee for International Education agreed at its last meeting to disband except for one meeting when the American delegation is appointed to the London Conference and another meeting when these delegates return from London.

The International Education Assembly has also disbanded, having completed the work for which it was created.

The United Nations Conference on Educational and Cultural Organization will be held in London on November 1, 1945. There will be official delegates from each of the United Nations. The United States delegates will be appointed by *President Truman* on recommendation of the Department of State. Every effort is being made by the NEA to the end that the educational interests of the United States be adequately represented at this conference. *Leaders Letter #43* presents the draft proposals for a United Nations Educational and Cultural Organization. The NEA International Relations Committee plans to prepare and distribute kits to committee members as it did last year. A new undertaking this year will be a three-year project on the teaching of international understanding.

Invitations to the most representative teacher organizations in twenty-four countries have been issued to attend a World Conference of the Teaching Profession in the United States during the summer of 1946. Seven acceptances have been received to date. The purpose of the Conference is to form a strong effective world organization of the teaching profession.

Copies were distributed of *Teaching of Spanish and Portuguese*, which is a report on a series of regional conferences sponsored by the NEA and conducted in cooperation with the office of Inter-American Affairs.

PROGRAM OF THE EDUCATIONAL POLICIES COMMISSION—The Educational Policies Commission has published the following during 1945: *Compulsory Peacetime Military Training*; *Federal-State Relations in Education*; *Source Book on Federal-State Relations in Education*; and five leaflets in the "New Frontier" series. Another pamphlet, probably to be called *Victory for Education*, will be ready about October 30. The next major publication of the Commission will be *Education for All American Children*, which will be a companion to *Education for All American Youth*.

POLICY AND PLANS FOR REORGANIZATION AND EXPANSION OF DEPARTMENTS—*William G. Carr*, associate secretary, who will work directly with all departments this year, suggested certain policies as basic for an effective working relationship between departments and the parent organization. These are: (1) to provide for every important segment of the teaching profession thru departments; (2) to weld these departments and the parent organization into an effective program of teamwork; (3) departments should be free to develop services in accordance with the needs and wishes of their members; (4) in matters of concern to the profession generally, the Association and its departments should act as a unit. The following departments were recommended for discontinuance or merger: Kindergarten-Primary Education; National Council of Administrative Women; Secondary Teachers; and Vocational Education. It was recommended also that the Department of Higher Education discontinue dues so that all teachers could belong either to the Department of Classroom Teachers or the Department of Higher Education with the hope that eventually the Departments of Higher Education and Classroom Teachers would merge. Teachers could then join special interest departments such as Social Studies without paying two department membership fees. It was suggested that consideration be given to the possibility of establishing a joint administrative and secretarial service for the smaller departments.

REPORT FROM DEPARTMENT OF HIGHER EDUCATION—Feeling that the Department of Higher Education could function more effectively if separate dues were abolished,

the following recommendation was presented by *Ralph McDonald*, executive secretary, for the Executive Committee of the Department: (1) that separate dues for membership in the Department of Higher Education be dropped, making all members of the NEA who are engaged in higher education members of the Department; and (2) that an appropriation of \$21,500 be made for this year. A motion was made by *Miss Tarbell*, seconded by *Mr. Stanton*, and carried, that dues in the Department of Higher Education be dropped. A motion was made by *Mr. Snow*, seconded by *Mrs. Barnes*, and carried, that an appropriation of \$21,500 be made to the Department to carry forward activities for 1945-46.

THE PUBLIC AND EDUCATION—*Lyle W. Ashby*, assistant director of the Division of Publications, discussed the newsletter about education for lay leaders. The title suggested is *The Public and Education*. A tentative design and layout involving two colors was circulated and discussed. It was received very favorably. The purpose of this publication is to keep lay leaders informed about the progress, needs, and problems of public education and also to serve members of the profession. A possible mailing list was discussed. *Mr. Ashby* will serve as editor of the publication, assisted by the following advisory committee: *Messrs. DuShane, Hubbard, and Marston*.

NEA MOTION PICTURE—The tentative title of the NEA motion picture is "And Now the Teacher." It probably will be ready in September. A handbook is being prepared for use by those who show the film. A report card which will indicate the number of showings is being prepared.

REORGANIZATION OF EDUCATION AND THE FEDERAL GOVERNMENT—*President Truman* has a committee of the Bureau of the Budget working on a reorganization of the federal government, eliminating wartime agencies. There is one recommendation before the Committee to create a Department of General Welfare and another to create a Department of Health, Education and Security. The Federal Security Agency and the Children's Bureau would be a part of the proposed department.

LEGISLATIVE COMMISSION—*R. B. Marston*, director of the Division of Legislative and Federal Relations, discussed twelve bills relating to education which are pending in the U. S. Congress, with special emphasis on S. 637 and H. R. 1296—Federal Aid for Public Education. Work has been constantly going on but much remains to be done.

PUBLIC RELATIONS—*Belmont Farley* of the Public Relations Unit discussed *Our Schools*, the annual report of the Executive Secretary, which was designed this year to inform the public of some of the most critical problems in education. Copies have been distributed to editors of magazines, to the press, radio, and similar media. In discussing the kind of public relations setup needed at headquarters, *Mr. Farley* presented a chart showing the organization of public relations in the NAM and a proposed setup for the NEA. It was recommended that a staff council be set up and that there be added to the public relations staff an individual to work in the field of radio, one to work with magazine editors and one to work with religious organizations. Later in the meeting on the recommendation of *Secretary Givens*, a motion was made by *Mr. Snow*, seconded by *Miss Tarbell*, and carried, authorizing the employment of two assistants in public relations—one in the radio field and one with ability to write, in popular style, articles for magazines based upon NEA publications.

The meeting adjourned at 10:15 p.m.

THURSDAY, AUGUST 30, 1945

The Executive Committee convened at 9:30 a.m. with members of the previous day present.

NATIONAL COMMISSION ON SAFETY EDUCATION—*Robert W. Eaves*, secretary of the Commission, discussed briefly the work of the Commission, which was created in 1943 but which actually became active in April 1944. The operating funds are provided by the Automotive Safety Foundation which gives the Commission a free

hand in developing its program. The Commission has cooperated with the Department of Elementary School Principals in issuing and distributing 15,000 copies of two bulletins on safety education. A pamphlet is now under way in cooperation with the Departments of Social Studies and Secondary-School Principals in the "Problems in American Life" series titled *Motor Vehicle in American Life*. It will be ready this fall. Part of the program of the Commission this year will be an effort to coordinate all work in the field of driver education. A bibliography on safety materials has been prepared. Considerable preliminary work has been done in the field of school bus standards. The Commission has been requested to revise the standards of 1939 and is working with the National Council of Chief State School Officers on the project. It is planned to hold a conference in October at which there will be representatives of the State Departments of Education, automotive engineers and technicians. From this conference it is hoped that better buses at lower cost will be manufactured. Better buses mean fewer accidents. The Commission is also working to have a half-year course on safety in teacher-training institutions as a requirement for all beginning teachers.

MEMBERSHIP PROGRAM FOR 1945-46—*T. D. Martin*, director of the Division of Membership, reported that enrolment plans for the year will include encouragement of unified membership; an acceptance of the Five-Year Program in principle in all states; and one general letter to superintendents and principals sending enrolment material. This letter has been mailed. *Mr. Martin* called attention to the excellent membership promotional material which has been developed in several states, particularly Kansas, Pennsylvania, West Virginia, and Idaho.

NATIONAL COMMISSION FOR THE DEFENSE OF DEMOCRACY THROUGH EDUCATION—*Donald DuShane*, secretary of the Commission, reviewed the purposes for which the Commission was created and touched upon the various activities which have been carried on during the past year and which are planned for the coming year. The report on the investigation of certain personnel practices in the Chicago public schools will have far-reaching effects thruout the country. Pressure is being brought to bear upon the superintendent and schoolboard to do something to correct these conditions. The Commission has worked on the Petrillo Bill; compulsory military training; with the organizations of white collar workers; and upon efforts to create a public opinion which will demand that young people be kept in school until they are eighteen years of age. There are approximately three and one-half million youths who are competing with adults for jobs. Conferences on postwar problems and education which have been held thruout the country have been highly successful. Others are planned for the fall. The Commission has a special committee working on re-thinking of education for tolerance. Much work is being done also in the field of juvenile delinquency.

PROGRAM OF THE RESEARCH DIVISION—*Frank W. Hubbard*, director of the Division of Research, gave a report on the work of the Division during the past year and the program planned for the current year. It is planned to issue *Research Bulletins* on the following topics this year: October—"Trends in Public Expenditures"; December—"Teachers' Attitudes Toward Administrative Procedures"; February—"Schoolboards." The topic for the April bulletin has not been determined. A special bulletin of the Division this year is the one on better light-better sight. The Division works with the following Commissions and Committees: Safety Commission; Legislative Commission; Tenure and Academic Freedom; Credit Unions; Tax Education and School Finance; Citizenship; NEA-ALA; National Council on Teacher Retirement. The Division also works with several Departments on yearbooks and other publications: AASA; DESP; Classroom Teachers; AERA; Higher Education. There are many other activities carried on in the Division, but these are the major ones.

FIELD ACTIVITIES FOR 1945-46—*Karl H. Berns*, assistant secretary, expressed appreciation for the opportunity to work as a member of the headquarters staff. In reporting on the development of field work to date, *Mr. Berns* mentioned the program of regional conferences which were tested in Kansas and Pennsylvania last

year and which are being repeated this year as worthy of developing. Another experiment of merit is that of the employment of a field worker for a definite period to work for both the national and state associations whose salary is on a 50-50 basis. Many of the states have definite arrangements for field work this fall. *Mr. Berns* touched also upon his assignment of coordinating the work of all NEA Committees, Commissions and Councils. He is working closely with liaison members of the staff on these programs. *Secretary Givens* mentioned the orientation conference for new NEA directors and field workers at NEA headquarters on September 6, 7 and 8, which *Mr. Berns* will direct.

REVISION OF GROUP HOSPITALIZATION—Group hospitalization has been available on a voluntary basis for staff members for many years on payment of a nominal monthly fee by the participant. There are, however, certain limitations and restrictions. The company has now offered a new plan whereby every member of the staff will be covered. Under this arrangement, the Association will pay all fees. On recommendation of *H. A. Allan*, business manager, a motion was made by *Mr. Bowman*, seconded by *Mr. Stanton*, and carried, that the NEA enter into this new contract with Group Hospitalization, Inc., and that an appropriation of \$1200 be made to cover cost for this year.

APPROPRIATIONS FOR DEPARTMENTS—The following appropriations for Departments were made on motion of *Mr. Stanton*, seconded by *Mr. Phillips*, and carried:

Adult Education	\$400.00
Kindergarten-Primary	200.00
Secondary Teachers.....	300.00
Science Teachers.....	950.00
Industrial Arts.....	300.00

Business Education—Appropriation to be recommended later after plans for unification of business teacher organizations are completed.

ACORNS FROM DUMBARTON OAKS—*Mr. Allan* reported briefly on the proposal that acorns from Dumbarton Oaks be made available to the schools of the country for planting on school grounds. The crop this year is small. Boy Scouts have agreed to gather the acorns during the fall.

CONFIRMATION OF MAIL VOTE ON SALARY FOR LELAND P. BRADFORD—On motion by *Mr. Stanton*, seconded by *Mr. Phillips*, and carried, approval of a beginning annual salary of \$7000 for *Leland P. Bradford*, director of the Division of Adult Education Service, given by mail vote, was confirmed.

AUTHORIZATION OF A NATIONAL ADVISORY COMMITTEE ON VETERANS EDUCATION—On the recommendation of *Secretary Givens*, a motion was made by *Miss Tarbell*, seconded by *Mr. Phillips*, and carried, for the creation of a National Advisory Committee on Veterans Education to consist largely of representatives of existing agencies working with this problem. This committee will work with *Mr. Bradford*, who will devote much of his time to veterans.

DATES OF NEXT MEETING—On motion by *Mr. Doudna*, seconded by *Mrs. Joynes*, and carried, November 30, December 1 and 2, were designated as dates of the next meeting of the Executive Committee. *Secretary Givens* urged those who could do so to attend all or a part of the meeting of the National Association of Secretaries of State Teachers Associations to be held at Association headquarters November 26-29.

STRENGTHENING OF LOCAL ASSOCIATIONS IN ARIZONA—Extension of the Arizona plan on an experimental basis for 1945-46 was approved. After discussion, it seemed wise to make an appropriation of a specified amount rather than remitting on a per member basis. In keeping with this discussion, a motion was made by *Mr. Doudna*, seconded by *Mr. Bowman*, and carried, that the NEA appropriate, not to exceed \$800, to the Arizona Education Association for the purpose of strengthening local associations.

OREGON PLAN CONTINUED—A motion was made by *Mr. Phillips*, seconded by *Mrs. Joynes*, and carried (*Miss Tarbell* and *Mrs. Barnes* cast negative votes), that the Oregon membership plan be adopted for another year but that attention be called to the plan, which is fundamentally sound, of having the local associations vote upon the proposal of united dues.

NEBRASKA PLAN APPROVED—The Nebraska State Education Association has approved a two-year project for making a statewide campaign for state aid and for organizing and strengthening local associations and increasing membership in the state and national associations. It is planned to employ *Frank Heinisch*, secretary, Omaha Education Association, for this purpose. The project will cost about \$7000 per year. The NEA is asked to bear one-half the expense. A motion was made by *Mr. Bowman*, seconded by *Mr. Stanton*, and carried, that the NEA appropriate \$3500 a year for the next two years on an experimental basis to the Nebraska State Education Association to carry forward this program.

NORTH CAROLINA PROPOSAL—The Board of Directors of the North Carolina Education Association has recommended that the NEA contribute \$2500 toward the program of building local associations during 1945-46 on an experimental basis. A motion was made by *Mr. Bowman*, seconded by *Mrs. Joynes*, and carried, to approve this recommendation.

APPOINTMENT OF ASSISTANT IN THE DIVISION OF LEGISLATIVE AND FEDERAL RELATIONS—On the recommendation of *Secretary Givens*, a motion was made by *Miss Tarbell*, seconded by *Mrs. Joynes*, and carried, that *James L. McCaskill*, associate director of the Commission for the Study of Higher Education in Mississippi and professor of education, Mississippi State College for Women, Columbus, Mississippi, be appointed assistant director of the Division of Legislative and Federal Relations at a salary of \$5500; and that *Ernest Giddings*, NEA state director for Michigan, be appointed legislative assistant at a salary of \$4200.

APPOINTMENT OF SHIRLEY COOPER, ASSISTANT DIRECTOR OF THE DIVISION OF RURAL SERVICE—On the recommendation of *Secretary Givens*, *Shirley Cooper* of Ithaca, New York, was elected assistant director of the Division of Rural Service on motion by *Mrs. Joynes*, seconded by *Mr. Stanton*, and carried. It was understood that the employment of *Mr. Cooper* is contingent upon his ability to begin work at a time when he will be helpful to the year's program and after a personal interview with *Mr. Dawson*, director of the Division. It was understood also that his salary be in keeping with the schedule for an assistant director.

NEA AND ATA CONFERENCE—*Secretary Givens* reported on the ATA conference at Greensboro, North Carolina, which brought about encouraging results making for closer cooperation and better relationships.

JOINT COMMISSION ON EDUCATION AND RESOURCES ABOLISHED—Due to the inactive status of the Commission for several years, the Commission was abolished on motion by *Mr. Stanton*, seconded by *Miss Tarbell*, and carried.

EDUCATIONAL SITUATION IN THE LIBERATED COUNTRIES—A motion was made by *Mr. Snow*, seconded by *Mrs. Joynes*, and carried, that members of the Committee to Develop Understanding Between the Elementary Teachers of England and the United States, who leave for England in September, be invited to visit as many of the liberated countries on the Continent as possible and report on the conditions of teachers and children which they find.

The Committee adjourned at 5 p. m. to meet at Association headquarters on November 30, December 1 and 2. There will be a joint meeting with the Executive Committee of the Department of Classroom Teachers on Saturday, December 1.

Willard E. Givens, *Executive Secretary*
F. L. Schlagle, *President*

FRIDAY, NOVEMBER 30, 1945

The Executive Committee convened at 10 a. m. in the Administration Building of the NEA. The following members were present: *F. L. Schlagle*, President;

Mrs. Mary D. Barnes; Leonard L. Bowman; Mrs. Edith B. Joynes; L. V. Phillips; B. F. Stanton; Glenn E. Snow and Emily Tarbell. Edgar G. Doudna, vice-chairman of the Board of Trustees, substituted for *Joseph H. Saunders*, chairman, who was ill. *Willard E. Givens*, Executive Secretary, and *Harriett M. Chase*, chief assistant to the Secretary, were present.

MINUTES OF THE WASHINGTON MEETING—The minutes of the Washington meeting of August 28, 29 and 30 were approved on motion by *Mr. Bowman*, seconded by *Mrs. Joynes*, and carried.

Joint Meeting with Executive Committee of the National Association of Secretaries of State Teachers Associations

All members of the Executive Committee of the National Association of Secretaries of State Teachers Associations were present: *Irving Pearson* (Illinois), president; *Harvey Gayman* (Pennsylvania); *Frank Grove* (Alabama); *M. P. Moe* (Montana) and *C. O. Wright* (Kansas). *President Schlagle* called upon *Mr. Pearson* who first expressed the sincere appreciation of all the state secretaries for the helpful cooperation of members of the NEA staff during the week, and particularly for the assistance of *Secretary Givens* in arranging to have speakers appear before the group to discuss such matters as compulsory military training, federal aid, the United Nations Educational, Scientific and Cultural Organization, and other topics of vital concern. *Mr. Pearson* spoke of the splendid legislative achievements of the states during 1945 as brought out in the roll call of states at the Secretaries' meeting.

Subcommittees of the NEA Executive Committee and of the Executive Committee of the NASSTA have been working on the problem of dual representation in the selection of delegates to the NEA Representative Assembly. This problem was thoroly discussed. The following are the recommendations from the state secretaries:

1. Limit membership in the Representative Assembly: the number of delegates allotted to the respective states to be in the same ratio to the determined number as the numbers of NEA members within the respective states are to the total numbers of NEA members within the nation.
2. That the number of delegates within a state be allotted among the several affiliated units within the state in the same ratio their respective NEA memberships are to the total NEA membership in the state—no person to be counted more than once.
3. That, in keeping with the NEA definition of "the ideal local association" as one which "enrols all educational workers in its area," the national association should cooperate with the state associations in providing assistance to local groups in functioning in a truly democratic manner. Particularly is it recommended that local associations be permitted to function in the selection of delegates to the Representative Assembly to the end that the entire profession, including its several functional groups, be given representation.

The suggestion was made that more time be allowed for meetings of state delegations at the next meeting of the Representative Assembly. Before the state secretaries left the meeting, *Secretary Givens* expressed appreciation for the fine cooperation given by the state associations in implementing the national program.

RESIGNATION OF STATE DIRECTORS IN MICHIGAN AND OKLAHOMA AND APPOINTMENT OF THEIR SUCCESSORS—*Ernest Giddings*, NEA state director for Michigan, joined the NEA staff as legislative assistant in the Division of Legislative and Federal Relations on September 17, 1945. He resigned as state director, effective December 1, 1945. On motion by *Miss Tarbell*, seconded by *Mrs. Joynes*, the resignation of *Mr. Giddings* was accepted. The Executive Board of the Michigan Education Association recommended the appointment of *Mary Ellen Lewis*, classroom teacher of Ann Arbor, as state director for Michigan until the next meeting of

the Representative Assembly. *Miss Tarbell* moved the acceptance of this recommendation. Seconded by *Mrs. Joynes*. Carried.

Mrs. D. Edna Chamberlain has resigned as NEA state director for Oklahoma because she has left the state. *Mr. Phillips* made a motion that the resignation of *Mrs. Chamberlain* be accepted. Seconded by *Mr. Stanton*. Carried. The Oklahoma Education Association recommended the appointment of *W. Max Chambers*, superintendent of schools, Okmulgee, as state director for Oklahoma, until the next meeting of the Representative Assembly. *Mr. Phillips* moved the acceptance of this recommendation. Seconded by *Mrs. Joynes*. Carried.

APPOINTMENT OF ACTING NEA DIRECTOR FOR ARIZONA—*Alice Vail*, NEA director for Arizona, is unable to carry on the duties of director due to an eye operation. *Walter Maxwell*, executive secretary of the Arizona Education Association, recommended the appointment of *Winona Montgomery*, classroom teacher of Phoenix, to serve as acting director until *Miss Vail* is able again to assume the responsibility. On motion by *Mr. Stanton*, seconded by *Miss Tarbell*, this recommendation was approved.

The Executive Secretary was directed to write a letter to *Miss Vail* extending the greetings of the Executive Committee and the hope that she would have a complete and speedy recovery.

The meeting adjourned at 12:15 and reconvened at 2 p. m.

ENLARGED JOURNAL—*Joy Elmer Morgan*, director of the Division of Publications and editor of *The Journal* of the NEA, discussed plans for a journal of 54 text pages beginning with the January issue. Since the present printers—Judd and Detweiler, Washington, D. C.—do not have facilities to print a 96-page *Journal*, it has been necessary to explore other possibilities. *Mr. Allan* reported that only three companies out of ten to whom we have written seem to be equipped or interested at present in printing our *Journal*. The estimated costs of printing the enlarged *Journal* as submitted by Kable Brothers Company, Mt. Morris, Illinois, R. R. Donnelly and Sons, Chicago, Illinois, and Cuneo Eastern Press, Philadelphia, Pennsylvania were discussed.

Mr. Morgan submitted a plan for a June 1946 number: to be a special New York city issue, provided New York city would agree to secure 10,000 NEA members by March 1, 1946. Later in the meeting, a motion was made by *Mr. Snow*, seconded by *Mr. Bowman*, and carried, that a special New York city issue of *The Journal* for June be determined on the basis of New York city's membership on March 1, 1946. He also pointed out the need for additional staff members, particularly another assistant editor.

NEA SUMMER SCHOOL OF ASSOCIATION LEADERSHIP—*Mr. Morgan* read a proposal for an NEA Summer School at American University, Washington, D. C., to be tried on an experimental basis from Monday, July 30 thru Friday, August 24. The course would consist of four parts:

1. Planning, which each student will do for his own leadership during 1946-47 in consultation with members of the NEA staff competent in the field chosen. So far as possible, students will be chosen who already have definite leadership responsibility for 1946-47.

2. The history and program of our United Education Associations. This will use various Association publications and will develop new materials. It will use speakers representing various activities of the NEA and of state and local associations.

3. Public Speaking, a practice course related especially to needs in our organizations.

4. Parliamentary Law, combining study and practice of the rules and procedures which govern meetings of all kinds.

Each class would meet one hour daily, five days a week with the usual amount of outside preparation except that in Course One, workshop groups and individual conferences would be arranged as needed.

The school would consist of a selected group of not more than fifty students, the aim being to get a widely scattered group of the most promising applicants. It would probably be self-sustaining except for the time of the NEA staff.

The general planning and management would be under the direction of *The Journal* staff with the editor as director and *Mrs. Ruth Coyner Little* as assistant director. The students would be housed in the dormitory of American University with the course sponsored by the University. Each student on completion of the course would be given a letter of credit stating the time taken and work covered. Later in the meeting, a motion was made by *Mrs. Barnes*, seconded by *Mr. Bowman*, and carried that the NEA Division of Publications, in cooperation with the Department of Classroom Teachers, thru *Secretary Givens*, be authorized to develop a professional organization leadership course.

REPORT BY E. W. JACOBSEN, CHAIRMAN OF COMMITTEE TO DEVELOP UNDERSTANDING BETWEEN ELEMENTARY TEACHERS OF ENGLAND AND THE UNITED STATES—*Mr. Jacobsen*, Louisville, Kentucky, with three classroom teachers, *Mrs. Beulah Keeton Walker*, Dallas, Texas; *Mabel Studebaker*, Erie, Pennsylvania; and *Muriel C. Hampton*, Pasadena, California, just returned from a visit to the elementary schools of England, Scotland, and Wales. The cost of the trip from point of embarkation and return was borne by the British Government. The plans for visiting the schools were made by the Ministry of Education and the National Union of Teachers which is similar to the NEA. Members of the committee visited these elementary schools informally, just dropping in and talking with the teachers and the girls and boys. They visited all types of schools situated in the highlands, the lowlands, mining centers, as well as rural and urban. They saw approximately 25,000 happy, well-nourished youngsters whose education has gone on in spite of bombings. The conception on the part of these youngsters of the girls and boys in the United States of America has been learned largely from movies. They think of us as a nation of gum chewers, many cowboys, many gangsters and as living in skyscrapers and riding in limousines. As a result of the visit, the committee has prepared a teaching unit for grades 4, 5 and 6 which will soon be ready for distribution. *Mr. Jacobsen* urged that three or four classroom teachers of England be invited to visit our country as guests of the NEA; that English teachers be used as guides when our teachers visit England and that our teachers serve as guides when English teachers visit our country; that "pen-pals" and "link schools" be encouraged; that there be an interchange of programs and publications. The English are so grateful for the care given many youngsters who were sent here for safety during the war that a trust fund known as Kinsmans Trust has been established for the purpose of taking American girls and boys to England. The Ministry of Education said that this project was the most important of any undertaken in four years. The trip convinced the committee of the important place of the teachers of the world in laying the foundation of world peace. *Mr. Jacobsen* urged the importance of our Executive Secretary going to England as soon as it can be arranged in order to help develop fine relationships between our teachers and those of England. A motion was made by *Miss Tarbell*, seconded by *Mr. Snow*, and carried, that *Secretary Givens* go to England at his early convenience.

MEMBERSHIP REPORT—*T. D. Martin*, director of membership, reported that the income from membership from June to December 1945 is slightly above that for the same period last year which indicates that much work must be done if our goal for the year is achieved. Several plans for stimulating membership growth are planned.

FIELD WORK—*Assistant Secretary Berns* discussed the various types of field work and gave a state-by-state report for the fall months. Since there is no division devoted to field work exclusively, members of the staff with other responsibilities have been called upon to do a great deal of this work. The motion picture will be used to supplement our field work.

COMMITTEE ACTIVITIES—*Assistant Secretary Berns* discussed the standing committees, naming the members of the Core Committees, giving information about

meetings of the committees, statement of programs for 1945-46; plans for advisory committee participation and proposed publications. The question was raised of sending this report to all presidents of affiliated local associations. On motion by *Miss Tarbell*, seconded by *Mr. Snow*, and carried, it was agreed that the report be made available to the presidents of affiliated state and local associations and to NEA State Directors.

PROGRAM OF ACTION—*Secretary Givens* discussed the tentative draft of a program of action for local, state, and national associations. This program is based on the following convictions:

1. That in our present confused world it is of the utmost urgency that education be made as effective as possible. People must learn to rely upon intelligence and cooperation rather than on force.
2. That peace must be waged no less than war and that in any plan to insure security, raise the standard of living, and provide employment, education must play a major part.
3. That a primary responsibility rests upon the organized teaching profession to make education increasingly effective.
4. That education must concern itself with the growth and development of the entire population from the earliest years thruout life.

It is proposed that a comprehensive program of action be worked out cooperatively covering the needs of each community, each state, and the nation—also showing the action required, who is to assume responsibility, how and when the goals are to be achieved. This program of action to cover such matters as:

1. The equalization and expansion of educational opportunity including needed state and national financing.
2. Adequate provision for education for children, youth, and adults; for public libraries; and for other educational and cultural services.
3. The health, safety, recreation, and welfare of all children.
4. Providing for children and youth the kinds of educational experiences that have meaning and value to them and to society.
5. Special attention to education in rural areas, including curriculum revision and the adoption of administrative units large enough to obtain efficient administration, where these do not already exist.
6. Higher standards of preparation and certification for entrance into the teaching profession.
7. Teacher welfare, including:
 - a. Statewide minimum salaries, with provision for progressively higher standards, and special recognition for added study or travel.
 - b. A modern salary schedule in each local community to meet its special needs.
 - c. Provision for teacher tenure and security.
 - d. Provision for sick leave and sabbatical leave on a cumulative basis.
 - e. Adequate provision for retirement in disability and old age.

Method of Procedure: Local, state, and national associations should accept and promote the general principle of this program.

The details of the program should be worked out by the professional organizations in each area before July 1946; the program to be achieved by July 1951.

The program was discussed with the state secretaries and as a result it is suggested that a program in states which desire help be worked out thru the office of Assistant Secretary Berns. A motion was made by *Mr. Snow*, seconded by *Mr. Bowman*, and carried, that this program be promoted by *Secretary Givens* and his staff looking to the presentation of a program of action to the Representative Assembly.

The meeting adjourned at 5:30 p. m.

SATURDAY, DECEMBER 1, 1945

The Executive Committee convened at 9:15 a. m. with all members present.

THE PUBLIC AND EDUCATION—*Lyle W. Ashby*, assistant director of the Division of Publications and editor of the lay publication *The Public and Education*, discussed the first two issues, October 10 and December 1, from the standpoints of: the response to Volume One, Number One; frequency of publication; and content. All agreed upon once a month as the proper frequency for the present; that no articles should be longer than one page and that they should be informative rather than controversial. It was suggested that not more than two of the four pages be used for the longer articles.

AMERICAN EDUCATION WEEK—*Mr. Ashby* reported a much more widespread observance of AEW this year and that sales of materials have been fifty percent higher.

BUFFALO CHOSEN FOR CONVENTION CITY IN 1946—*H. A. Allan*, business manager, reviewed the arrangements made for a meeting of the Representative Assembly last year in Buffalo and of the cancellation of the meeting in keeping with government regulations. The possibility of holding a full convention next summer was explored but it was found that no city can adequately house the number of people who would attend such a convention. Since only a limited meeting can be held the facilities of three locations—Buffalo; Cincinnati; and the Stevens Hotel, Chicago—were placed before the Executive Committee. After careful consideration, Buffalo was chosen as the meeting place of the Representative Assembly in 1946, on motion by *Mrs. Joynes*, seconded by *Mrs. Barnes*, and carried.

Joint Meeting of the Executive Committee of the NEA and the Department of Classroom Teachers

On invitation, the Executive Committee of the Department of Classroom Teachers joined the NEA Executive Committee at 10 a. m. Those present were *Mrs. Beulah Keeton Walker*, president; *Marie Ernst*, *Jean Armour MacKay*, *Mary Virginia Morris*, *Ona Raines*, *Regina Smith*, *Mabel Studebaker*, *Mary Titus*, and *Hilda Maehling*, executive secretary.

President Schlagle called upon *Mrs. Walker* for a statement of the problems of the Department. *Mrs. Walker* emphasized the importance of local organization. She stated that the local association is the foundation cornerstone of all professional organizations; a protection against non-professional organizations. The Department of Classroom Teachers is concerned about representation in the delegate assembly of the NEA. The growth in affiliated local associations will naturally increase the number of delegates and it is important that all associations be represented since thru representation the NEA is brought close to the individual teacher. *Mrs. Walker* pledged the cooperation and support of her Board in helping to solve this and other problems.

After much discussion in which all members of each committee participated, it was the general agreement that several things are necessary: (1) re-define "local association"; (2) determine what the size of the Representative Assembly should be; (3) make the basis of representation the same for local and state affiliated associations; (4) determine the status and place of statewide organizations from the standpoint of delegate representation; (5) no teacher should be counted more than twice in determining the number of delegates.

Since any change in delegate representation will require an amendment to the NEA bylaws and since many groups are involved, it was suggested by *Mrs. Walker* that a committee be appointed to study the problem further and to bring a report to the Executive Committee before the summer meeting in order that the proposal can be placed before the Representative Assembly. *Mrs. Walker* suggested that the following groups be represented on this committee: NEA Executive Committee, Department of Classroom Teachers, Departments of Elementary School Principals and Secondary School Principals, American Association of School

Administrators, and the National Association of Secretaries of State Teachers Associations. *President Schlagle* expressed appreciation for the helpful suggestions and asked the group to always feel free to bring problems to the Executive Committee.

NEA MOTION PICTURE—At 2 p. m., members of the two Executive Committees viewed the NEA motion picture "Assignment: Tomorrow."

Following the showing of the film, all members of the Executive Committee of the Department of Classroom Teachers left except *Mrs. Walker* and *Miss Studebaker*, who remained to report some of their experiences as members of the committee which visited elementary schools in the British Isles under the chairmanship of *E. W. Jacobsen*. Both *Mrs. Walker* and *Miss Studebaker* spoke of the National Union of Teachers of England and the Scottish Education Institute of Scotland as being similar to the NEA. Since they were the first American teachers to visit these organizations, they were able to clarify many matters and to describe the place and function of the NEA in American education. They were impressed with the fine work being done by teachers and children—of the provision by the government to maintain the schools at all costs—by the courage of the teachers, by the eagerness of the children to learn about our country and to check their impressions. The American soldier is beloved by teacher, student, and civilian for his generosity and kindness and is admired for his ingenuity. They spoke of a little boy of nine years who was blind but who was gifted musically and of how he was adopted by a company of soldiers, a collection taken for raising a fund which was used to send him by plane to the United States to study music at the American Institute for the Blind. Many of the professional problems of English teachers are similar to ours. They, too, face a period of teacher recruitment and to help meet this problem have established two emergency colleges for the training of teachers. A total of about thirty will be established. To these colleges they are bringing people from many walks of life; nurses, members of the land army, workers in war plants, buyers in stores as well as former teachers. When a child leaves the primary school at the age of eleven, he must choose whether to enter grammar, technical, or modern school. The upper 25 percent enter grammar school and about 10 percent of these go to college. After this fine report, *Mrs. Walker* and *Miss Studebaker* left.

DISTRIBUTION OF NEA FILM—One hundred and fifty prints of the NEA film have been made of which 135 have been sent to state education associations on a free loan basis. Requests to purchase prints have been received from some commercial distributors as well as from professional groups. After some discussion, a motion was made by *Mr. Snow*, seconded by *Mr. Bowman*, and carried, that prints be sold to educational concerns first and if it is deemed advisable by the staff, an option be given after the first of the year to release prints to other agencies. It was agreed that a charge of \$35 be made for each film sold. This represents the actual cost of material and printing. A motion was made by *Mr. Snow*, seconded by *Mr. Bowman*, and carried, that prints of the film be offered without cost to the national educational associations in England, Scotland, and Canada. A motion was made by *Mrs. Joynes*, seconded by *Mr. Stanton*, and carried, that *Secretary Givens* send letters of appreciation to the educational associations in England and Scotland which were so helpful and which showed many courtesies to members of our committee who have just returned.

ADULT EDUCATION SERVICE—*Leland P. Bradford*, director of the Division of Adult Education Service, gave a brief report of progress on the work of this new division, activities of which began in September. In addition to promoting a program of adult education, the division will develop veterans education which is closely allied to the adult education program but which requires immediate attention. The director serves also as secretary of the Department of Adult Education.

AUDIO-VISUAL INSTRUCTIONAL SERVICE—*Vernon G. Dameron*, director of the Division of Audio-Visual Instructional Service, outlined the present and future plans of this new division. It is the purpose of the division to expand audio-visual

instruction work on all levels—to acquaint teachers with all materials from the simplest charts to television. *Mr. Dameron* expressed the desire of cooperating with NEA Departments, Committees, and Commission by giving demonstrations at their meetings. *Mr. Dameron* will work closely with the Department of Visual Instruction in making it as effective as possible.

TRAVEL SERVICE—*Paul Kinsel*, director of the Division of Travel Service, outlined plans developed for the summer of 1946. Regional centers will be established in New Mexico and in Maine. At regional centers the program will be educational, cultural, and social—teachers will become acquainted with the people and the region. Two tours will be conducted into Mexico. These will start from St. Louis and Austin. Since it is probable that there will be more applications to attend the regional centers and to take the tours than can be accommodated this year, it was suggested that eligibility be prorated on the basis of NEA membership in the state. Difficulty in renting property in Maine has been experienced and an offer has been made to sell acreage with suitable buildings to the Association. It was the sentiment of the Committee that no consideration be given to the purchasing of property this year.

The meeting adjourned at 5:45 p. m. and reconvened at 8 p. m.

CONFIRMATION OF AGREEMENT WITH ARKANSAS—On motion by *Mr. Bowman*, seconded by *Mr. Stanton*, and carried, the Executive Committee confirmed the agreement made by *President Schlagle* and *Secretary Givens* to employ *Forrest Rozzell* as a field worker in Arkansas on an experimental basis for one year, the salary to be equally divided between the NEA and the Arkansas Education Association.

CONFIRMATION OF APPOINTMENT OF DR. RUTH COYNER LITTLE—On motion by *Mr. Bowman*, seconded by *Mr. Snow*, and carried, the mail vote electing *Ruth Coyner Little* as assistant editor of the *Journal* and as an assistant director of the Division of Publications at a salary of \$3500 was confirmed.

RECLASSIFICATION OF DR. FENNER—*Secretary Givens* recommended that the classification of *Mildred S. Fenner* be changed from B-1 to A-3 and that she be made an assistant director of the Division of Publications. The recommendation was approved on motion by *Mr. Phillips*, seconded by *Mr. Snow*, and carried.

CHURCH AND STATE—The Legislative Commission has requested that an NEA statement be prepared setting forth the facts in connection with the separation of church and state. The Research Division is working on such a document, which, when ready, will be submitted to the Executive Committee for criticism and suggestions.

PROGRESS OF WORLD CONFERENCE OF THE TEACHING PROFESSION—Invitations have been sent to thirty countries. Replies have been received from fifteen. Twelve states have accepted the invitation to act as host to delegates from countries attending the Conference. If transportation and other facilities are available, the Conference will be held in the United States sometime during the summer of 1946. The time and place will be decided upon at the next meeting of the Executive Committee.

APPROPRIATION TO DEPARTMENT OF HIGHER EDUCATION—A recommendation was made that \$5438.85 be appropriated out of the Operating Emergency Fund and credited to the Liability Account of the Department of Higher Education and that such account be discontinued. This recommendation was approved on motion by *Miss Tarbell*, seconded by *Mrs. Barnes*, and carried.

APPROPRIATION FOR PRINTING NEA HANDBOOK AND NEA HISTORY—Because of a second printing of the *NEA Handbook* and other added expenses for both publications, it was recommended that \$7000 be appropriated from the Operating Emergency Fund for these books. On motion by *Miss Tarbell*, seconded by *Mr. Phillips*, and carried, the recommendation was approved.

APPROPRIATION FOR NEA MOTION PICTURE—Production costs of the motion picture are higher than originally planned due to the increased length of the film. It is estimated that an additional appropriation of \$1500 at this time will cover addi-

tional costs. On motion by *Mr. Bowman*, seconded by *Mr. Phillips*, and carried, the additional appropriation of \$1500 was made.

AUTHORIZATION FOR EMPLOYMENT OF AN ATTORNEY—From 1925 until very recently, the Association has retained an attorney who has served the Association when legal advice was needed on matters of a general nature or on special questions when no litigation was involved. Altho authorization of retention of an attorney has been given by the Board of Trustees, *Chairman Saunders* agrees that it is a matter for the Executive Committee to act upon. It was recommended that the Executive Secretary be authorized to select an attorney and that an annual retainer fee of from \$500 to \$1000, as may be agreed upon, be approved. On motion by *Miss Tarbell*, seconded by *Mr. Stanton*, the recommendation was approved.

The meeting adjourned at 10 p. m.

SUNDAY, DECEMBER 2, 1945

The Executive Committee convened at 9:30 a. m. with all members present.

COMPULSORY PEACETIME MILITARY TRAINING—*Secretary Givens* presented a statement on compulsory peacetime military training which was discussed by the Committee. Due to insufficient time for full discussion and consideration, the statement was submitted later in writing and approved by airmail vote, which makes this the latest official statement of the Association on this subject. The statement follows:

Compulsory Peacetime Military Training

The National Education Association favors a modern navy, a large air force, and a highly trained army adequate to meet the defense needs of our country. The association is firmly committed to the sound defense of our country and to the strengthening of its economic, social, and spiritual well-being. We look with concern on the proposal to adopt immediately a system of universal compulsory military training which is foreign to our country's past practice and which in a number of countries has resulted in the creation of powerful military political cliques, dependence on military force, and tremendous economic waste.

The development of highly mechanized warfare thru scientific devices such as the atom bomb has changed the nature of war and demands a re-thinking of our national defense. A strongly supported United Nations Organization will insure a reduction in armament and basic changes in our national defense plans. Before plunging into a world armament race of which compulsory military training is a part, it would be wise to develop strong international laws, administered thru a powerful United Nations Organization.

The teaching profession is in a better position than the armed forces or federal officials to know the problems and educational needs of youth. The proposal for compulsory military training is not the best method of educating youth for their responsibilities as citizens or for improving their health or their preparation for gaining a livelihood. The teaching profession has as one of its major responsibilities the safeguarding of democracy thru the training of our youth for citizenship. Compulsory military training carried thru several generations might well threaten the basic concepts of our democracy and create attitudes which might more easily involve us in war. Better ways of preparing youth for citizenship than provided by military conscription are available thru our regular educational institutions.

The National Education Association views with concern the proposal for the immediate passage of a law providing for one year of compulsory military peacetime training because (1) it increases the danger of

the development of a military political clique; (2) it provides a form of discipline and indoctrination which is undemocratic; and (3) it interrupts the education of many of our youth and subjects all of them to the doubtful influences of military camp life at a critical, formative period in their lives.

Among the best defenses in preparation for any future war would be the development of a sound economy, provision for adequate programs of education and health for all people, the preparation of large numbers of technically-trained citizens, the fostering and expansion of thorough scientific investigation, the elimination of domestic injustices and group conflicts, and the development of national unity. These provisions for defense will be curtailed or eliminated if Federal funds otherwise available for these desirable improvements are consumed by the high annual cost of compulsory military training.

We should use the years immediately ahead to (1) build a sound economy in the United States; (2) make available an adequate program of education and health for all people; (3) expand and improve our present methods of training scientists, technicians, and specialists; (4) seek thru the United Nations Organization the international abolition of conscription and the reduction of armaments; (5) exert every possible effort to make the United Nations Organization powerful and effective; and (6) work with patience and determination for the elimination of misunderstandings and conflicts among the nations of the world.

The National Education Association, therefore, opposes the adoption of compulsory military training during peacetime.

Joint Meeting of the Executive Committees of the NEA and the AASA

The joint meeting of the two Executive Committees was for the purpose of electing three members to the Educational Policies Commission in keeping with the policy already adopted by the joint action of the Executive Committees. The terms of *Edmund Day*, president, Cornell University; *James Conant*, president, Harvard University and Superintendent *A. J. Stoddard*, Philadelphia, expire on December 31, 1945, making it necessary to select three new members for a period of four years. Members of the Executive Committee of the AASA present were *Charles Lake*, president; *John Bracken*, *H. M. Corning*, *N. L. Englehardt*, *Henry Hill*, *Howard Pillsbury*, *W. Frank Warren*, and *S. D. Shankland*, executive secretary.

It was pointed out that the three members leaving the Commission represent certain areas of interest; superintendent, college president, representative of higher education and a college president who is also an outstanding scientist. On motion by *Mr. Snow*, seconded by *Mr. Phillips*, and carried, it was agreed that the new members be selected from the areas represented by those whose terms are expiring. A list of names was compiled from recommendations made by past and present members of the Commission. A motion was made by *Mr. Hill*, seconded by *Mr. Snow*, and carried, that present members of the two Executive Committees be excluded from consideration. Since the list contained the names of some lay people, a motion was made by *Miss Tarbell*, seconded by *Mr. Phillips*, and carried, that only professional people be considered. On going thru the list the first time all names except 15 were eliminated. Ballots were cast to determine a slate of recommendations from these 15. This resulted in the entire 16 members of the two Executive Committees voting for Superintendent *James Spinning* of Rochester. A motion was made by *Mr. Doudna* that the Executive Secretary cast the unanimous ballot for *James Spinning* to fill the position in the area of superintendent of schools. On motion by *Mr. Englehardt*, seconded by *Mr. Snow*, and carried, the names of all persons were removed from the ballot who received two or less votes. On the second ballot *Paul Mort*, Teachers College, Columbia University, received the required number of votes for election. On motion by *Mr.*

Snow, seconded by *Mr. Warren*, *Paul Mort* was declared elected. A motion was then made by *Mr. Doudna*, seconded by *Mr. Snow*, and carried, that the next vote be on the two highest remaining on the list. This resulted in the election of *Oliver Carmichael*, chancellor of Vanderbilt University, Nashville, Tennessee. On motion by *Mrs. Barnes*, seconded by *Mr. Snow*, and carried, *Oliver Carmichael* was declared elected. A motion was made by *Miss Tarbell*, seconded by *Mr. Snow*, and carried, that *Isaiah Bowman*, president, Johns Hopkins University, be considered first alternate and that *Arthur Compton*, president, Washington University, St. Louis, be considered second alternate in case it becomes impossible for *Mr. Carmichael* to serve.

Members of the Executive Committee of the American Association of School Administrators withdrew. The NEA Executive Committee continued in session.

REPORT ON NATIONAL SCHOOL BUS CONFERENCE—The National School Bus Conference held during the last week in October at Jackson's Mill, West Virginia, was sponsored by the National Council of Chief State School Officers and administered by the National Commission on Safety Education, *Robert W. Eaves*, secretary. *Frank Cyr* of Teachers College, Columbia University, was conference chairman and *Robert W. Eaves* was executive secretary. The purpose of the conference was to revise school bus standards developed at a conference held in 1939. Forty-four state departments of education were represented as well as most leading chassis and body manufacturers. Bus size for pupil capacity was standardized as well as an arm stop signal. This will replace the markings "Stop" on the rear of the bus. The conference was an excellent example of educators and industrialists getting together to work out a problem. It is estimated that there is a present shortage of approximately 4500 school buses.

The Hicks Body Company, Incorporated, which has a patent for the manufacture and sale of an arm stop signal has proposed the conveyance of patent rights to the NEA in order that this device may be used by all bus manufacturers. A motion was made by *Mr. Snow*, seconded by *Mrs. Joynes*, and carried, that the Executive Secretary and Business Manager be authorized to work out a plan which would make the patented arm stop signal available for all bus manufacturers without royalty to anyone.

REPORT OF SUBCOMMITTEE ON PLACE AND FUNCTION OF NATIONAL COUNCIL—*Mr. Doudna*, chairman, requested permission to withhold a report until the March meeting.

REPORT OF SUBCOMMITTEE ON AFFILIATED ASSOCIATIONS—*Mr. Phillips*, chairman, made the following suggestions for consideration: (1) limit the size of the Representative Assembly; (2) re-define local associations; (3) give consideration to the basis of representation from local associations; (4) determine how many times a member should be counted. It was agreed that a committee of representatives from the various groups, as suggested by *Mrs. Walker* in the joint meeting with the Executive Board of the Department of Classroom Teachers, to study the problem and to report to the Executive Committee is desirable.

President Schlagle requested the same subcommittee—*Mrs. Barnes*, *Mr. Snow*, and *Mr. Phillips*, chairman—to serve. A motion was made by *Mr. Bowman*, seconded by *Mr. Stanton*, and carried, that this report be received and filed.

Joint Meeting of the Executive Committee of the NEA and Legislative Commission

Members of the Legislative Commission present were *H. M. Ivy*, chairman; *Arthur Corey*, *Frank Heinisch*, *J. Easton Parrott*, *Forrest Rozzell*, *Jere Wells*. Members of the staff of the Division of Legislative and Federal Relations present were *R. B. Marston*, director, *James McCaskill* and *Agnes Winn*, assistant directors, *Boyd Comstock*, special assistant. President Schlagle turned the meeting over to Chairman Ivy, who in turn called upon *Arthur Corey*, chairman of the subcommittee. *Mr. Corey* recalled that the Legislative Commission was established in 1920

by resolution of the Association but that few if any functions were laid down. The present policy as adopted thru the years permits any agency of the NEA to work on federal legislation so long as it is not in conflict with the established policy of the Association. The following statement was presented for consideration of the Executive Committee:

The legislative program of the National Education Association will never be fully effective until all national legislative objectives of the NEA, its affiliates, commissions, departments, divisions and committees are channeled thru one responsible agency. These groups should present their recommendations to this agency for consideration and approval. This agency should be given full responsibility and authority for the furtherance of the legislative program.

The agency should make an annual report to the Representative Assembly on its past year's activities and its recommendations for the next year's program. Between meetings of the Representative Assembly, this agency, subject to the review and approval of the Executive Committee, should determine all legislative objectives, their preferential order of importance and the action to be taken.

Mr. Marston then gave a report on federal legislation, particularly the bill for federal aid for education. The outlook for the bill in both House and Senate is more favorable than ever. However, we regret to report that our sponsor in the House, *Congressman Ramspeck* of Georgia, leaves Congress on December 31 to enter another field of activity.

Members of the Legislative Commission left and the Executive Committee continued its session.

COMMITTEE ON TEACHER PREPARATION AND CERTIFICATION—*Ralph McDonald*, staff liaison for the Committee on Teacher Preparation and Certification, presented the following resolution adopted by the Committee on Preparation and Certification at a meeting held October 12, 1945:

Since problems incident to teacher education are becoming increasingly critical and constitute one of the most serious issues in American life, the Committee urges that the National Education Association project and sponsor a National Work Conference on Teacher Education, to which shall be invited not only representatives of all branches of the profession but also outstanding lay leaders in the fields of business, agriculture, labor, religion, and other major elements in the life of the nation.

Some of the reasons for such a Work Conference, in the opinion of the Committee, are the following:

Considerable confusion exists in today's thinking on the preparation of teachers; there is a need for a clear definition of the responsibilities brought to teachers by the new world situation.

There is general feeling thruout the profession that the education of teachers needs to be made more effective.

There is a discernible trend, tho not a universal one, to discard institutions and programs specifically set up for the preparation of teachers and to transfer their functions to liberal arts colleges and general education programs.

The responsibility for initiating some moves toward improvement rests primarily upon the professional organization.

It would be the hope that such a Work Conference would point the way toward practical implementation of sound public policy in the matter of teacher preparation.

No other leadership or sponsorship of such a Work Conference could give to it the influence and quality necessary for practical results.

Such a Conference would probably be followed by conferences of state and regional nature, thus bringing the teaching profession into a close study of the relationship of professional organizations to the preparation and certification of teachers, with vast possibilities for leadership and advancement in this field.

It was suggested that *Mr. McDonald* discuss the proposal with the officers of the American Association of Teachers Colleges, which is a Department of the NEA, to determine their attitude toward such a workshop and to report to the Executive Secretary.

DATES OF NEXT MEETING—A motion was made by *Mr. Bowman*, seconded by *Mr. Doudna*, and carried, that the next meeting of the Executive Committee be held in Washington on March 8, 9 and 10, 1946.

ACTION TO CHANGE NAME OF THE JOURNAL RESCINDED—The following motion was made by *Mr. Doudna*: That the action of the Executive Committee on August 28, 1945, changing the name of the *Journal of the National Education Association to American Education—Journal of the National Education Association*, be rescinded and the question of change of name be considered at the March meeting of the Executive Committee but that no change in name be effective before the first issue of the school year 1946-47. Seconded by *Mr. Stanton*. Carried.

JOURNAL CONTRACTS—A motion was made by *Mrs. Joynes*, seconded by *Mr. Bowman*, and carried, that if it becomes necessary to sign a contract for printing *The Journal* before the next meeting of the Committee that the president, the executive secretary and the business manager be authorized to do so.

FIELD WORK IN NEW MEXICO AND ILLINOIS—A request has come to employ a field worker in New Mexico from January thru May, half the expenses to be borne by the NEA and half by the New Mexico Educational Association. A request has also been made by the Illinois Education Association for two field workers in Illinois, one to work in the Chicago area and the other to cover the rest of the state. The period of employment would be January thru May with payment for services on the basis of one-half by the NEA and one-half by the IEA. A motion was made by *Mr. Bowman*, seconded by *Mrs. Barnes*, and carried, approving one field worker in Illinois and one field worker in New Mexico—both on an experimental basis for the period of January thru May, expenses to be borne equally by the NEA and the respective state associations.

APPOINTMENT OF COMMITTEE ON AFFILIATED ASSOCIATIONS—A motion was made by *Mr. Bowman*, seconded by *Mrs. Joynes*, and carried, that our present subcommittee on affiliated associations be continued and that the president and the executive secretary select one member from the following groups: Department of Classroom Teachers, Elementary and Secondary Principals, American Association of School Administrators and State Secretaries, this committee to study the problem and to report to the Executive Committee.

ACTION ON APPLICATIONS FOR AFFILIATION POSTPONED—Because of the study being given to the whole question of affiliated associations and delegate representation, a motion was made by *Mr. Bowman*, seconded by *Mrs. Barnes*, and carried, that action on pending applications be held over until the March meeting of the Executive Committee and that Miss Maehling be asked to so inform those who submitted the applications.

MESSAGE TO MR. SAUNDERS—*Secretary Givens* was asked to write a letter of appreciation to *Mr. Saunders* for his tireless service to the Association and expressing the good wishes of members of the Committee and the hope for his speedy recovery.

The meeting adjourned at 4:15 p.m.

Willard E. Givens, *Executive Secretary*
F. L. Schlagle, *President*

WASHINGTON, D. C.

FRIDAY, MARCH 8, 1946

The NEA Executive Committee convened at 10 a. m. in the Administration Building of the NEA. The following members were present: *F. L. Schlagle*, president; *Leonard L. Bowman*, *Mrs. Edith B. Joynes*, *Glenn E. Snow*, *B. F. Stanton*, and *Emily A. Tarbell*. *Edgar G. Doudna*, vicechairman of the Board of Trustees, was present for the Friday and Saturday sessions. *Mrs. Mary D. Barnes* was present for the Saturday and Sunday sessions. *L. V. Phillips* was unable to attend the meeting. *William G. Carr*, acting secretary, substituted for Executive Secretary *Willard E. Givens*, who is serving with an educational mission in Japan. *Karl H. Berns*, assistant secretary, and *Harriett M. Chase*, chief assistant to the secretary were present. *H. A. Allan*, Business Manager was present on Friday and Saturday.

MINUTES OF THE LAST MEETING—The minutes of the November 30, December 1 and 2 meetings were approved on motion by *Mr. Bowman*, seconded by *Mrs. Joynes*.

FREDERICK M. HUNTER OFFERS SERVICES—*Mr. Carr* read a telegram from *Frederick M. Hunter*, chancellor, Oregon State System of Higher Education, offering his services after his retirement July 1, 1946 to the NEA without compensation.

A motion was made by *Mr. Doudna*, seconded by *Mr. Bowman*, and carried, that *Mr. Carr* be instructed to wire *Mr. Hunter* that the Association would be glad to accept his services and that particulars would be sent later.

REPORT OF THE SPECIAL COMMITTEE ON LOCAL AFFILIATED ASSOCIATIONS—In the absence of *Mr. Phillips*, chairman, *Mr. Snow* served as acting chairman of the special committee which was appointed by *President Schlagle* to study and report on this problem. The special committee, consisting of *Mr. Snow*, acting chairman, *Hilda Maehling*, executive secretary of the Department of Classroom Teachers; *Eva G. Pinkston*, executive secretary of the Department of Elementary School Principals, *Paul E. Elicker*, executive secretary of the National Association of Secondary-School Principals, *Hobart M. Corning*, member of the Executive Committee of the American Association of School Administrators, and *Harvey E. Gayman*, member of the Executive Committee of the National Association of Secretaries of State Teachers Associations, met at NEA headquarters on March 7 and formulated certain recommendations and suggestions. This committee was present at the opening meeting of the Executive Committee. At the request of *Mr. Snow* the report was presented by *Miss Maehling*, who also served as chairman of a staff committee which has studied this problem during the year.

Copies of studies which had been made were distributed. These showed: (1) The number of affiliated units with over-lapping membership; (2) The decrease in the number of local delegates where duplication exists in a local administrative unit—decrease based upon defining "local associations;" (3) Number of local delegates based upon present method of selection and the number based upon a proposed method of selection.

The report of the special committee consisted of: (1) a recommendation for placing the local associations upon the same basis as state associations for determining delegates; (2) that the Bylaws, Article II, Section 3, providing for local associations, be strictly enforced and that further issuing of local charters to state and regional groups be discontinued; (3) that no charter be issued to local associations already affiliated with other national organizations which advocate or support principles at variance with those of the NEA. The committee suggested the following administrative procedures: (1) that the number of delegates to which an affiliated association shall be entitled, local or state, shall be computed on the paid membership of such affiliated association on May 31 of the year next preceding the year of the meeting of the Representative Assembly during which they shall serve; (2) no individual shall be certified to serve in the Representative Assembly unless such individual has held continuous membership in the NEA at least two years preceding such service; (3) the selection of delegates, representing state and local

affiliates, shall be by election rather than by appointment. *Mr. Snow* asked members of the special committee who were present for further comments and suggestions after which the members withdrew.

The report as presented was accepted on motion by *Mr. Snow*, seconded by *Mrs. Joynes*, and carried, after which each recommendation and suggestion was considered separately.

A motion was made by *Mrs. Joynes*, seconded by *Mr. Snow*, and carried, that the Executive Committee propose to the Representative Assembly in Buffalo an amendment to the Bylaws of Article II, Section 6 as recommended by the special committee. If amended the basis for determining the number of delegates from local associations would be the same as is now used for state associations; namely one delegate and one alternate for each 100 members or major fraction thereof in the local association who are NEA members and after that, one delegate and one alternate for each 500 members or major fraction thereof who are NEA members.

A motion was made by *Mr. Doudna*, seconded by *Mr. Stanton*, and carried, that further issuing of local charters to state and regional groups be discontinued, thus strictly enforcing Article II, Section 3 of the Bylaws.

A motion was made by *Mr. Snow*, seconded by *Mr. Bowman*, and carried, that no charters be issued to local associations already affiliated with other national organizations which advocate or support principles at variance with those of the NEA.

Later in the meeting, a motion was made by *Mr. Snow*, seconded by *Mrs. Joynes*, and carried, that the other recommendations of the Special Committee on Local Affiliated Associations be reworded and submitted to the Board of Directors after which a report would be prepared and presented to the Executive Committee at the Buffalo meeting.

ACTION ON APPLICATIONS FOR AFFILIATION—A motion was made by *Miss Tarbell*, seconded by *Mr. Bowman*, and carried unanimously, that the applications for affiliation of the Austin Colored Teachers Association and the Chatham County Negro Teachers Association be accepted.

A motion was made by *Mrs. Joynes*, seconded by *Mr. Doudna*, and carried unanimously, that the application of the Santa Barbara Retired Teachers Association be rejected since it would be establishing a new precedent on a national scale to affiliate associations of retired teachers.

PRODUCTION OF THE JOURNAL—*H. A. Allan*, business manager, discussed some of the details connected with the production of *The Journal* on the basis of a standard size of ninety-six pages. After considering proposals from four printing concerns and after carefully considering all problems involved, *Mr. Allan* recommended that authorization for printing *The Journal*, beginning with the September 1946 issue, be as follows: (a) *Judd & Detweiler, Inc.*, for composition and other processes, including the making of electrotypes shells; (b) *Kable Brothers Company*, Mount Morris, Illinois, for press work and regular distribution; (c) *Stanford Paper Company*, Washington, D. C. for paper stock.

On motion by *Miss Tarbell*, seconded by *Mr. Stanton*, and carried unanimously, the recommendation was approved. It was understood that this approval carries with it the entering into contracts with the three companies mentioned.

INCREASE IN JOURNAL ADVERTISING RATES—*Mr. Allan* discussed present advertising rates in *The Journal* which were established several years ago. It was unanimously agreed that on a circulation basis, the rates are much too low and should have been increased earlier if conditions had permitted.

On the recommendation of *Mr. Allan*, a motion was made by *Mr. Bowman*, seconded by *Miss Tarbell*, and carried, that advertising rates in *The Journal* be increased from 40 to 50 percent and that arrangements for the services of *Frederic A. Moulton*, who served as advertising field representative on a part-time basis prior to his service in World War II, be resumed.

USE OF GARAGE PROPERTY FOR OFFICE SPACE—*Mr. Allan* discussed present plans for using the garage building to provide additional office space. The Administration Building is filled to capacity with some rented office space in the American Chemical

Society Building. Authorization has been given by the Board of Trustees to terminate the lease on the garage property and to make such interior changes as will make the building suitable for offices. It is estimated that this new office space should take care of expansion for at least three or four years. Ultimately an addition to the present Administration Building should be built on the land now occupied by the garage.

CURRENT FINANCIAL STATUS—*Mr. Allan* reported an increase in total income of \$291,500. The gain in membership receipts of \$302,000 very closely represents the additional dollar in dues. Advertising income has increased. Since there were no exhibits last year, the income from that source is entirely additional. The Permanent Fund income is reduced because of the expense on the lighting contract. An increase of \$92,100 in expenses is due largely to the enlarged size and increased quantities of *The Journal*. Net receipts from the War and Peace Fund are \$291,500. Appropriations have totaled \$231,300, leaving an unappropriated balance of \$60,100. Unexpended balances of these appropriations total \$78,600. The gross assets of the Permanent Fund are \$926,100 as compared with \$892,600 a year ago, and there has been an increase in investments in securities of \$49,000.

TEACHING UNIT ON GREAT BRITAIN—The teaching unit prepared by the committee which visited elementary schools of Great Britain and which is called, *Boys and Girls of the United Kingdom*, was distributed to members of the Executive Committee. It is the chief purpose of this teaching unit to help boys and girls of the United States to know the boys and girls of the United Kingdom.

CONGRESS OF AMERICAN TEACHERS—The NEA has been invited to be represented in the Fifth Congress of American Teachers to be held in Mexico City during May 1946. This is a group made up largely of teachers of Latin America. A motion was made by *Mr. Doudna*, seconded by *Miss Tarbell*, and carried, that the NEA decline the invitation with thanks.

STATEMENT ON JOSEPH H. SAUNDERS—A motion was made by *Mr. Bowman*, seconded by *Mrs. Joynes*, and carried by a unanimous rising vote, that the following statement be sent to *Mrs. Saunders*:

The Executive Committee of the National Education Association observes with sorrow the absence from this meeting of the late *Joseph H. Saunders*. As chairman of the Board of Trustees since 1931, he served as a member of this committee and, until ill health prevented his attendance at recent meetings, he allowed nothing to interfere with his participation in the committee activities and deliberations. His broad experience, wise counsel, sympathetic understanding, and practical knowledge of Association affairs made him a most valued Executive Committee member.

Mr. Saunders gave service in the public schools for fifty years. Always was he interested and active in his state and national professional organizations. He served the teachers of his native state thru his leadership in nearly all activities of his state group and he became a state director of the National Education Association more than twenty years ago. As a member and as chairman of the Board of Trustees, he served this Association during the period of its greatest growth and development and thru years when financial problems were serious. Kindly, thoughtful, patient, helpful, and well balanced, he stood for principle and always gave his best.

This committee conveys to *Mrs. Saunders* and her sons and daughters its most sincere sympathy in this mutual loss.

A motion was made by *Mr. Doudna*, seconded by *Mr. Stanton*, and carried unanimously, that a suitable plaque be ordered for *Mr. Saunders* and placed in a prominent position in the Administration Building.

PLAQUE FOR JAMES W. CRABTREE—A motion was made by *Mr. Doudna*, seconded by *Mr. Stanton*, and carried unanimously, that a suitable plaque be ordered for *Mr. Crabtree* and placed in a prominent position in the Administration Building.

CONFIRMATION OF TRANSFER OF AGNES SAMUELSON—On motion by *Mr. Bowman*, seconded by *Mr. Snow*, and carried, the mail vote approving the transfer of *Agnes*

Samuelson from assistant director of public relations to assistant director of the Division of Publications and assistant editor of *The Journal* was confirmed.

RECLASSIFICATION OF MARGARET VAIL—On motion by *Mr. Doudna*, seconded by *Mr. Snow*, and carried, the mail vote changing the classification of *Margaret Vail*, Division of Publications, from C-2 to B-4 and increasing her salary from \$2245 to \$2365 was confirmed.

CONFIRMATION OF APPROVAL OF NATIONAL CONFERENCE ON CITIZENSHIP SPONSORED BY THE COMMITTEE ON CITIZENSHIP—On motion by *Miss Tarbell*, seconded by *Mr. Stanton*, and carried, the mail vote approving the holding of a National Conference on Citizenship sponsored by the Committee on Citizenship this spring and making a special appropriation of \$3000 for this purpose was confirmed. It was understood that this appropriation is in addition to the appropriation of \$6000 granted earlier for the use of the committee.

CONFIRMATION TO PRINT A RESEARCH BULLETIN ON THE STATE AND SECTARIAN EDUCATION—Action to confirm the mail vote authorizing publication of a Research Bulletin on this topic was postponed until members of the committee had an opportunity to read the galley proof and to confer with *Frank W. Hubbard*, director of research. A motion was made by *Miss Tarbell*, seconded by *Mr. Snow*, and carried unanimously, that the mail vote approving the printing of a Research Bulletin on *The State and Sectarian Education* be confirmed.

INVITATION TO SECRETARY GIVENS TO JOIN JAPANESE MISSION—On February 15, *Secretary Givens* sent a telegram to all members of the Executive Committee, except *President Schlagle* with whom he had talked by telephone, in which he asked if he should accept an invitation to join an education mission to Japan returning about April 1. Affirmative telegrams were received from all members of the Executive Committee with the exception of *Mrs. Barnes* who telephoned her approval.

A motion was made by *Mr. Bowman*, seconded by *Mr. Stanton*, and carried unanimously that the replies urging *Secretary Givens* to accept the invitation to be a member of the educational advisory group to *General MacArthur's* staff, be confirmed.

PAYMENT OF SUBSTITUTES—On the recommendation of *Mr. Allan*, a motion was made by *Miss Tarbell*, seconded by *Mr. Stanton*, and carried, that the payment of \$8 for a substitute for *Bertha Cooper*, NEA state director for North Carolina, and for \$16 for *Jean Armour MacKay*, chairman of the NEA Committee on Teacher Preparation and Certification be approved. Request for payment of \$75.78 for substitute for *O. F. Sletwold* of Iowa, who is assisting *Mr. Kinsel* on arrangements for the tours to Mexico was presented. Upon motion by *Miss Tarbell*, seconded by *Mr. Stanton*, and carried, the payment of \$75.78 was approved.

PROPOSED AMENDMENTS TO NEA BYLAWS—Four amendments to the NEA Bylaws will be before the Representative Assembly at the Buffalo meeting. Two of these were proposed at the Pittsburgh meeting in 1944 and one was postponed for action at the next meeting of the Representative Assembly. The proposed amendment to Rule 6 which is new, would provide for the Board of Trustees to empower an associate or an assistant secretary to perform the duties of the executive secretary.

A motion was made by *Miss Tarbell*, seconded by *Mr. Bowman*, and carried unanimously, that the Executive Committee recommend to the Representative Assembly the adoption of the amendment to Rule 6 of the Bylaws.

CONFERENCE ON TEACHER EDUCATION—*Ralph McDonald*, staff liaison for the Committee on Teacher Preparation and Certification, came before the Executive Committee to discuss the critical problems in this field. The increase in emergency teachers, the reduction in enrolments in teachers colleges, a decline in the intelligence levels of teacher education candidates, the pressure of veteran employment, and other equally critical factors call for immediate action. With a view to helping clear up some of these problems, *Mr. McDonald* recommended, for the Committee on Teacher Preparation and Certification, that approval be given for holding a national work conference on problems of teacher recruitment and education. The tentative dates for the Conference are June 27, 28 and 29. A suggestion was made that this be called a "Conference on the Crisis in Teacher Education."

A motion was made by *Mr. Bowman*, seconded by *Mr. Stanton*, and carried, that the Executive Committee approve such a work conference on teacher education and that an appropriation of not more than \$3000 for this purpose be granted on the basis of the setting up of a detailed budget.

REPORT ON ACTIVITIES OF CITIZENSHIP COMMITTEE—*Richard B. Kennan*, staff liaison for the NEA Committee on Citizenship, came before the Committee to present a report of progress on the work of the Citizenship Committee. He distributed a poster and a leaflet which have been prepared in connection with Citizenship Day. He outlined the tentative program which is being developed for the National Conference on Citizenship which will be held in Philadelphia, May 17, 18 and 19.

VETERANS EDUCATION COUNCIL—A conference on veterans education was held in Cleveland, January 17, 18, and 19 under the auspices of the Department of Adult Education. At this conference, a Veterans Education Council was organized. Since this Veterans Organization has been created it was recommended by *Secretary Givens* that previous action taken by the Executive Committee authorizing a National Advisory Committee on Veterans Education be rescinded and that the Executive Committee approve the creation of a Veterans Education Council as a part of the Department of Adult Education.

On motion by *Mrs. Joynes*, seconded by *Mr. Bowman*, the recommendation to rescind the previous action and to approve the creation of a Veterans Education Council of the Department of Adult Education was carried unanimously.

HEARING ON SUPERINTENDENT JOHNSON BY ETHICS COMMITTEE—*Mr. Berns* gave a report on the hearing by the Ethics Committee on *Superintendent William H. Johnson* of Chicago which resulted in action by that committee to expel Superintendent Johnson from membership in the NEA.

REQUEST FOR A STATEMENT OF FUNCTIONS OF ALL NEA COMMITTEES AND COMMISSIONS—Because there is some question regarding the functions of the various NEA Committees and Commissions, the Executive Secretary is requested to bring to the next meeting of the Executive Committee a statement on the functions of each Committee and Commission. After approval by the Executive Committee, these functions will be recommended to the Representative Assembly for approval.

SATURDAY, MARCH 9, 1946

The Executive Committee convened at 9:30 a.m. with all members of the previous day present. *Mrs. Mary D. Barnes*, who was unable to reach Washington until Friday night, was present also.

VICTORY ACTION PROGRAM—*Joy Elmer Morgan*, director, Division of Publications, discussed the program of the Five-Year Program of Unification, Expansion, and Development. Several factors have contributed to make the attainment of state membership goals difficult, such as no conventions, substitute teachers, and increase in membership dues. It is felt that there needs to be a program of action which goes hand in hand with the Program of Unification, Expansion, and Development.

After discussing the problem, a motion was made by *Mrs. Joynes*, seconded by *Mr. Stanton*, and carried unanimously, that the Executive Committee recommend to the Board of Directors and to the Representative Assembly the adoption of a Victory Action Program from 1946-51, it being understood that this new program absorbs the goals included in the Five-Year Program of Unification, Expansion, and Development.

SUMMER SCHOOL OF ORGANIZATION LEADERSHIP—*Mr. Morgan* gave a progress report on the NEA Summer School of Organization Leadership which will be held at American University, Washington, D. C., August 5 thru August 30 and will carry four hours of graduate or undergraduate credit. The course will consist of four areas of study: (1) planning; (2) the history and program of our united education associations; (3) public speaking; and (4) parliamentary law.

JOURNAL PALS—A notice has been running in the *NEA Journal* since January, inviting members who care to do so to remail their *Journals* to a teacher in another

country, as one means of encouraging mutual understanding and friendship thruout the world. The response has been most encouraging.

NEA HANDBOOK—The *NEA Handbook* will be revised this summer. *Mr. Morgan* asked for suggestions on the revision. He recommended the use of two pages for each state, and also recommended that the entire *Handbook* be included in the *Proceedings* this year. Action was deferred until the June meeting.

MEMBERSHIP REPORT AND RENEWAL OF EXPERIMENTS WITH STATES—*Karl Berns*, assistant secretary, and *T. D. Martin*, director, Division of Membership, called attention to the state by state Five-Year Program Progress Report. Field work, arranged cooperatively by the NEA and a few state associations, was discussed. The question of the renewal of last year's projects on an experimental basis was raised.

A motion was made by *Mr. Snow*, seconded by *Mr. Bowman*, and carried, giving the Executive Secretary authority to enter into an agreement with state associations for the joint employment of a field worker on an experimental basis for another year, it being understood that if there is a desire to continue the experiment beyond the year that the request will be resubmitted to the Executive Committee.

A motion was made by *Mr. Bowman*, seconded by *Mrs. Joynes* and carried, that further and deeper study of the membership problem be made.

NATIONAL COUNCIL OF EDUCATION—A subcommittee, consisting of *Mr. Doudna*, chairman, *Mrs. Barnes*, *Mr. Snow*, and *Mr. Phillips*, was asked to study and report on the place and function of the National Council of Education. The Council was created at the instance of *Thomas W. Bicknell*, editor and founder of the *National Journal of Education*, as a policy-making body. The searching and exhaustive work done by the Council resulted in some of the most outstanding reports ever published by the Association. Notable among these was *The Report of the Committee of Ten*. In more recent years, other agencies have taken up the type of work which at one time was done very largely by the Council. Because of this change, the need for the National Council of Education has practically ceased.

A motion was made by *Mr. Doudna*, seconded by *Mrs. Barnes*, and carried, that the Executive Committee recommend to the Representative Assembly that the National Council of Education be abolished and that the necessary steps be taken to repeal Article IV of the Bylaws.

EDUCATIONAL GROUP TO GERMANY PROPOSED—The need for a group of educators from the United States to go to Germany to study the educational problems in that country was discussed.

A motion was made by *Mr. Doudna*, seconded by *Miss Tarbell*, and carried, that the NEA confer with the War and State Departments relative to sending an educational mission to Germany similar to the one now in Japan.

STATUS OF FEDERAL LEGISLATION—*R. B. Marston*, director, Division of Legislative and Federal Relations, presented a report on the present status of federal legislation affecting education. In his report, he touched upon price controls of OPA, the National Science Foundation Act, school lunch program, surplus property, and federal aid. Representative *John S. Wood* of Georgia replaces *Mr. Ramspeck* on the House Education Committee.

NEXT MEETING OF THE EXECUTIVE COMMITTEE—A motion was made by *Mr. Doudna*, seconded by *Mr. Stanton*, and carried, that the next meeting of the Executive Committee be held in Buffalo, June 28, 29 and 30 or on call of the president.

APPOINTMENT OF MEMBER TO SAFETY COMMISSION—On the recommendation of *Mr. Carr*, a motion was made by *Miss Tarbell*, seconded by *Mr. Stanton*, and carried, that *Will C. Crawford*, superintendent of schools, San Diego, California, be named to fill the unexpired term of *Henry H. Hill*, resigned.

NEA RETIREMENT PLAN—*President Schlagle* read a letter from *Agnes Winn*, who retired from the NEA staff on December 31, 1945, suggesting that the NEA retirement plan be restudied. The letter was referred to *H. A. Allan*, business manager, for study and recommendation.

SUNDAY, MARCH 10, 1946

The Executive Committee convened at 9:30 a.m. with all members of the previous day present except *Mr. Doudna*.

WORLD CONFERENCE OF THE TEACHING PROFESSION—*Mr. Carr* reported on possible meeting places for the World Conference of the Teaching Profession to be held in the United States this summer. A letter was read from *Dwayne Orton*, educational director of International Business Machines, in which the facilities of the IBM Homestead, located near Endicott, New York, were offered without cost. The dates suggested for the Conference were the last two weeks in August, 1946.

A motion was made by *Miss Tarbell*, seconded by *Mrs. Barnes*, and carried, that the World Conference of the Teaching Profession be held at the IBM Homestead, August 17-30, 1946.

UNITED STATES DELEGATE TO WORLD CONFERENCE OF THE TEACHING PROFESSION—*Mr. Carr* suggested that the NEA, along with the teachers organizations in other countries, should send one delegate to this Conference.

A motion was made by *Mr. Stanton*, seconded by *Mrs. Barnes*, and carried, that *Mr. Schlagle* be named as delegate to the Conference. By general consent, it was agreed that *Ralph Strebel* of Syracuse University, who spent several months at NEA headquarters working on this and other projects, be asked to serve as business manager of the Conference.

EXCHANGE OF TEACHERS WITH GREAT BRITAIN—The Department of State has asked the NEA to join with the American Association of University Women, the English Speaking Union, the Institute for International Education, and the American Council on Education in the administration for the year 1946-47 only, of an exchange of teachers with Great Britain. Such participation would be without prejudice to any future program and largely of an advisory nature.

A motion was made by *Mr. Snow*, seconded by *Mr. Stanton*, and carried, that authorization be given for participation for one year only with these four organizations in the administration of the exchange of teachers between Great Britain and the United States.

THE KINSMEN TRUST—The Kinsmen Trust is a fund established by a group of people in England as an expression of gratitude for American friends who cared for English children during the war. There are a number of scholarships in English schools to be awarded to children from the United States on the secondary-school level.

A motion was made by *Mr. Bowman*, seconded by *Mrs. Joynes*, and carried, that the National Association of Secondary-School Principals be asked to administer the selection of students for the scholarships.

SCIENCE INSTITUTE PROJECT OF THE NATIONAL SCIENCE TEACHERS ASSOCIATION—The National Science Teachers Association, a Department of the NEA, requests an appropriation of \$3500 for the purpose of conducting a two-day institute this spring at three locations, inviting approximately twenty leaders in the field to each of these meetings with expenses paid.

A motion was made by *Miss Tarbell*, seconded by *Mr. Bowman*, and carried, approving the request on the condition that the Department follow the requirement of other Departments in having all funds handled thru regular NEA channels and that reasonable recognition be given on publications and letterhead that this group is a Department of the NEA.

PROGRESS REPORT ON SUMMER TRAVEL AND CAMP PROGRAM—A report, prepared by *Paul Kinsel*, director, Division of Travel Service, was referred to and additional material distributed. Definite arrangements have been made for at least two tours to Mexico and for centers in New Mexico and in North Carolina during the summer of 1946. The response to date from interested teachers has been highly satisfactory.

AMERICAN EDUCATION WEEK—*Agnes Samuelson*, assistant director, Division of Publications, gave a report of progress. The general theme for American Education

Week for 1946 is "Education and the Atomic Age;" the dates, November 10-16, 1946. Materials are being prepared for distribution. A trailer will be used again.

LETTER OF APPRECIATION TO KANSAS CITY BOARD OF EDUCATION—A motion was made by *Mr. Bowman*, seconded by *Mr. Snow*, and carried, that a letter of appreciation be sent to the board of education in Kansas City, Kansas, for its generosity in allowing *President Schlagle* unlimited time for serving the Association and the organized profession.

NEA MOTION PICTURE—*Lyle W. Ashby*, assistant director, Division of Publications, reported on the extensive use of the NEA film "Assignment: Tomorrow." Two hundred and fifty prints are in the field. The possibility of preparing other films was discussed.

A motion was made by *Mrs. Joynes*, seconded by *Mr. Bowman*, and carried, that *Mr. Ashby* and the staff be requested to prepare a prospectus of several possible films to be used in the fall of 1947 for the consideration of the Executive Committee at the next meeting.

THE PUBLIC AND EDUCATION—Numbers 5 and 6 of *The Public and Education* were distributed. The mailing list and method of distribution were discussed.

A motion was made by *Mr. Bowman*, seconded by *Miss Tarbell*, and carried, that the Executive Committee recommend increasing the circulation to 100,000 copies as soon as possible.

REGIONAL CONFERENCE ON RURAL LIFE AND EDUCATION—*Howard A. Dawson*, director, Rural Service, reported on plans for holding nine regional conferences on Rural Life and Education in 1946 built around the White House Conference on Rural Education which was held in the fall of 1944.

REORGANIZATION OF LOCAL SCHOOL UNITS—*Mr. Dawson* recommended that permission be given for a joint enterprise between the Department of Rural Education of the NEA and the University of Chicago for writing a book on the reorganization of local school units, the cost to be borne by the University of Chicago Rural Education Project. Chapters of the book were outlined by *Mr. Dawson*.

A motion was made by *Mr. Bowman*, seconded by *Mr. Stanton*, and carried, that this joint project be approved.

ECONOMIC PROBLEMS IN THE COTTON BELT—The House Committee on Agriculture of the United States Congress has a subcommittee on the Economic Problems in the Cotton Belt. Ten projects have been undertaken by this committee of which education is one. *Mr. Dawson* has been asked to serve as chairman of the education project. One of the problems facing education in the South has to do with children of migratory agricultural workers. There are approximately one million such workers in the United States and about one half of them are in the Cotton Belt. There is little information regarding these children. *Mrs. Clark Warburton* has been loaned from the Children's Bureau to work on this problem. *Mr. Dawson* requested permission to seek funds thru some foundation for carrying on this study.

A motion was made by *Mrs. Joynes*, seconded by *Mrs. Barnes*, and carried, that *Mr. Dawson* be given permission to seek funds for this project from some foundation, this money to be made available to the NEA for the Department of Rural Education.

The meeting adjourned at 1:15 p.m.

William G. Carr, *Acting Secretary*
F. L. Schlagle, *President*

BUFFALO, NEW YORK

FRIDAY, JUNE 28, 1946

The Executive Committee convened at 10 a. m. in the Hotel Statler, Buffalo. The following members were present: *F. L. Schlagle*, president; *Mrs. Mary D. Barnes*; *Leonard L. Bowman*; *Mrs. Edith B. Joynes*; *L. V. Phillips*; *B. F. Stanton*; *Glenn E. Snow*; and *Emily A. Tarbell*. Members of the Board of Trustees, *Edgar G. Doudna*,

vicechairman; *Mrs. Myrtle Hooper Dahl*; and *Florence Hale* joined the Committee later in the meeting. Executive Secretary *Willard E. Givens*, and *Harriett M. Chase*, chief assistant to the Secretary, were present.

MINUTES OF THE MARCH MEETING—The minutes of the meeting of March 8, 9, and 10 were approved on motion by *Mr. Stanton*, seconded by *Mrs. Joynes*, and carried.

PRESIDENT'S REPORT—*President Schlagle* stated that his full report would be given at the meeting of the Representative Assembly on Wednesday. He touched upon the increase in membership which has been about 69,000 for the two-year period which means that the Association can render more service to its members and to the profession. The larger membership also gives the Association greater recognition.

The passage of the UNESCO and Federal Aid Bills is on the horizon. *President Schlagle* urged that the Association become more and more active in doing the things needed for education.

PROPOSED BUDGET FOR 1946-47—The Budget Committee met at NEA headquarters on June 17 and prepared a suggested budget for 1946-47. *C. Marguerite Morse*, of Florida was elected chairman of the Committee. It has generally been the policy to recommend appropriations for the next year for a total amount equal to the income for the preceding year. Because of the expansion and growth of the Association, the on-going services of the Association require an amount this year greater than this. Hence, the Committee added to this sum the unexpended balance of the Operating Emergency Fund for 1945-46, making a total appropriation for the year 1946-47 of \$1,233,959.

Secretary Givens presented the budget. Each item was carefully considered by the Executive Committee.

A motion was made by *Miss Tarbell*, seconded by *Mr. Snow*, and carried, that a recommendation be made to the Budget Committee to increase the appropriation for the Board of Trustees \$300, making the total appropriation for 1946-47 \$1000. In keeping with this motion, a motion was made by *Mr. Phillips*, seconded by *Mrs. Barnes*, and carried, suggesting that the Operating Emergency Fund be decreased by the amount of \$300.

The problem of an increase in salaries for the staff was discussed. The federal government has increased salaries again for federal employees fourteen percent. The increased cost of living, plus the action taken by the federal government, makes an increase in salaries of staff members necessary. Later in the meeting, the problem was discussed further. A motion was made by *Mrs. Barnes*, seconded by *Mr. Phillips*, and carried, that all permanent members of the NEA staff be given a cost-of-living bonus for the year 1946-47, which including the automatic increment, will provide an increase of \$300 above the salaries received during the year ending May 31, 1946. A motion was made by *Miss Tarbell*, seconded by *Mrs. Joynes*, and carried, authorizing the executive secretary to adjust salaries for members of the staff on the temporary roll and that any increase above the normal amount be given as a cost-of-living bonus.

PERSONNEL RECOMMENDATIONS—On the recommendation of *Secretary Givens*, a motion was made by *Mr. Doudna*, seconded by *Mrs. Joynes*, and carried, that certain appointments be made to the permanent roll effective September 1. A motion was made by *Mrs. Joynes*, seconded by *Mr. Phillips*, and carried, that a cost-of-living bonus of \$100 be added to the salaries of this group. Certain recommendations for reclassification and promotions were approved upon motion by *Mr. Doudna*, seconded by *Mrs. Joynes*, and carried.

REPORT OF BOARD OF TRUSTEES—*Mr. Doudna* gave a brief report for the Board of Trustees which was accepted on motion by *Mr. Doudna* and seconded by *Mr. Bowman*.

REPORT OF THE TREASURER—*Mr. Stanton* presented the treasurer's report which was accepted upon motion by *Mr. Stanton* and seconded by *Mrs. Joynes*.

HOUSING SITUATION—*Secretary Givens* reported that the garage property has been taken over for office space and the Division of Records and the Mailing Sec-

tion are being moved into the new space, releasing offices needed for housing the Divisions which have been in the headquarters of the American Chemical Society this year. When needed materials are available for further remodeling, other offices will be made available in this additional space.

REPORTS OF COMMITTEES, COMMISSIONS, AND COUNCILS—*Secretary Givens* read the recommendations of the Committees, Commissions, and Councils from the printed reports. These recommendations will be before the Representative Assembly for action.

STATEMENT ON FUNCTIONS OF COMMITTEES AND COMMISSIONS—The following statement of policy on committees and commissions which is for the guidance of officers, committees, and commission members and the staff of the NEA was adopted upon motion by *Mr. Snow* seconded by *Mrs. Barnes*, and carried.

1. It is the policy of the Association to refer to existing Committees new problems that may arise within their field of responsibility. New and additional Committees will be established only when the problem concerned is outside the scope of the responsibilities of existing Committees.
2. Staff members of the National Education Association assigned to assist Committees or Commissions are under the general direction of the Executive Secretary of the Association.
3. Every Committee and Commission, thru its chairman, members, and staff, should keep itself informed of the related activities of other units of the Association and should take all necessary steps to avoid duplication of effort.
4. Committees and Commissions of the National Education Association are free to reach and publish conclusions upon any matter falling within the sphere of their respective assignments, provided they are not contrary to the general policy of the Association as laid down in its Platform and Resolutions.
5. In issuing pronouncements, Committees and Commissions have the responsibility to state clearly that they are the recommendations of the Committee or Commission involved and not necessarily those of the National Education Association.
6. No action of any Committee or Commission is binding upon the National Education Association until it has been approved by the Representative Assembly, the Board of Directors, or the Executive Committee.
7. This statement of policy supersedes previous actions with reference to Committees and Commissions.
8. The authorized functions of the Standing Committees and Commissions are as follows:
 - A. *The Educational Policies Commission* stimulates and conducts long-term planning within the teaching profession for the continued adaptation of education to social needs. It prepares and publishes statements of broad policy for dealing with the urgent issues confronting American education. It promotes study, consideration, and action on these proposed policies by the teaching profession and the lay public.
 - B. *The Legislative Commission* recommends federal legislative objectives for consideration by the Representative Assembly and, during intervals between such meetings, by the Executive Committee. It formulates action policies in support of federal legislative objectives and serves as the federal legislative agency and clearinghouse for the National Education Association. It interprets objectives and action policies to state, local, and other national groups with a view to stimulating and unifying legislative action.
 - C. *The National Commission for the Defense of Democracy Through Education* creates public understanding and support of education thru informing leaders of lay organizations concerning educational

- purposes and needs; investigates criticisms and movements against education, school systems, teachers colleges, textbooks, teachers organizations, and members of the teaching profession; publishes the results of such investigations as are found to be significant and constructive; acquaints individual teachers with their responsibilities in the public relations program of the schools; and in general works for the defense of democracy thru education.
- D. *The National Commission on Safety Education* correlates recent developments in safety education on all educational levels. It serves as a coordinating agency for educational groups interested in safety standards, teaching safety in schools, teacher preparation, and the development of new methods. The Commission also publishes materials to assist teachers, supervisors, and school administrators in organizing and directing safety programs. It cooperates with other agencies on joint safety education projects.
 - E. *The National Council on Teacher Retirement* provides a clearinghouse for the discussion and development of principles, standards, and administrative methods concerning retirement provisions for teachers and other school employees. It considers both state and federal legislation affecting retirement systems and retired teachers. It cooperates with other agencies in preparation of publications, interpretation of retirement materials, and stimulation of appropriate action.
 - F. *The Citizenship Committee* is primarily concerned with encouraging the schools to participate in the observance of National Citizenship Day and in the recognition of new voters. It prepares materials for use in observing "I Am An American" Day and it acts as a coordinating agency between various organizations that give special attention to the Day. It aims to promote study and action to improve the means and methods for developing a more alert, active, conscientious, enlightened, and progressive citizenry.
 - G. *The Committee on Credit Unions* seeks to expand the credit union movement among teachers and other school employees. It provides advice, thru experts and publications, on the organization and management of credit unions. It promotes the exchange of information among the officers of teacher credit unions. Thru exhibits, conferences, publications, and cooperation with credit union associations, the Committee helps teachers to understand the role of the credit union in teacher welfare.
 - H. *The Committee on International Relations* implements the policies and resolutions of the Association which pertain to international relations. It prepares recommendations regarding the teaching of international understanding in the schools of the United States and endeavors to secure the acceptance of these recommendations by the teaching profession and the public. It recommends to the Association a course of appropriate action with reference to problems relating to international relations in education.
 - I. *The Committee on Professional Ethics* studies the Code of Ethics and makes recommendations for improving it; publicizes the Code and promotes its use by members of the profession, in institutions for the preparation of teachers, and in state and local associations; investigates such cases of violation as are referred to it or come to its attention, and recommends action concerning them.
 - J. *The Committee on Tax Education and School Finance* explores the field of school financial support, particularly in its local and state aspects. The Committee formulates principles, observes major trends, indicates needed research, cooperates with fact-finding agencies, and

otherwise contributes to school finance literature. Thru reports, articles, and conferences it builds both lay and professional understanding of taxation and public finance as related to education.

K. *The Committee on Teacher Preparation and Certification* carries forward the program of the Association in matters of teacher selection, supply, preparation, and admission to the profession. It sponsors studies, surveys, and conferences on these matters. It stimulates and provides leadership for the improvement of professional standards in the recruitment, education, certification, and inservice progress of teachers.

L. *The Tenure and Academic Freedom Committee* investigates and reports cases of unjust discharge and treatment of teachers and violations of academic freedom. It also works for the acceptance of tenure and academic freedom principles and legislation, and publishes reports and studies in these fields.

PLANS FOR THE WORLD CONFERENCE OF THE TEACHING PROFESSION—*Secretary Givens* reviewed the history of the movement. Forty-seven delegates from thirty-three education associations and twenty-eight different countries have been named. The conference will be held at The Homestead, Endicott, New York, August 17-30, 1946.

AMENDMENT OF RETIREMENT PLAN—A motion was made by *Mr. Snow*, seconded by *Mr. Doudna*, and carried, that the retirement plan be amended so that a staff member who has attained the age of sixty years may waive payment of increased contributions. The plan as amended will read as follows:

Salary increases during future service of a member shall increase the contributions of both the member and the Association as such increases bring the member into the above salary classes and such increase in contributions shall increase the Pension, Death and Disability Benefits. Such increases shall be effective for the purchase of additional benefits beginning with the first of June or first of December next following the authorization of such increase. By mutual agreement between the member and the Association, this provision for increased contributions and increased benefits may be waived by a member who has attained the age of sixty prior to the normally effective date of purchase of additional benefits.

H. A. Allan, business manager, discussed a letter from a retired employee and suggested the possibility of further amendments to the retirement plan to recognize service of employees prior to the adoption of the plan in 1927. A motion was made by *Miss Tarbell*, seconded by *Mr. Stanton*, and carried, that the President appoint a committee to study the matter.

The meeting adjourned at 10:20 p. m.

SATURDAY, JUNE 29, 1946

The Executive Committee convened at 9:30 a. m. with all members of the previous day present.

CITIZENSHIP—*Secretary Givens* read a statement of recommendations which the Committee on Citizenship will present to the Representative Assembly for action. *President Schlagle* gave a brief report on the first Citizenship Conference in Philadelphia, May 17-19, 1946.

IZAACK WALTON LEAGUE—The Izaak Walton League has asked that there be a Joint Committee of the NEA and the League. After discussion, a motion was made by *Mrs. Barnes*, seconded by *Mr. Stanton*, and carried, that the Executive Secretary be instructed to advise the League that the NEA will be glad to cooperate with all groups to further the cause of conservation education but that in the best interests of the entire field it does not seem desirable to affiliate.

REPORT ON REPLIES FROM DIRECTORS ON THE QUESTION OF DELEGATE REPRESENTATION—*Miss Chase* gave a tabulated report on the replies to the questionnaire sent at the request of the Executive Committee to members of the Board of Directors on

questions relating to qualifications, method of election, and NEA membership requirements of delegates to the Representative Assembly.

NEA SPONSORSHIP OF NATIONAL CONFERENCE ON FAMILY LIFE—The invitation of the Woman's Foundation for the NEA to serve as one of the sponsors of a National Conference on Family Life was accepted on motion by *Mrs. Barnes*, seconded by *Mr. Snow*, and carried.

PLANS FOR SUMMER INSTITUTE ON ORGANIZATION LEADERSHIP—*Secretary Givens* gave a brief report on plans for the Institute on Organization Leadership to be held at American University, Washington, D. C., August 5 to 30, 1946.

FUTURE PLANS FOR NEA MOTION PICTURE—*Secretary Givens* presented the recommendations of NEA staff committee which developed "Assignment: Tomorrow" and which has been studying possible areas in which another motion picture would be effective. The recommendations include: (1) a film built around the local education association. This would cost about \$22,500; (2) a film built around the crucial role of education today; to cost about \$1500. The committee also suggests that "Assignment: Tomorrow" be shortened after one more year's use to about ten minutes in length to be used commercially. This would cost \$2000 or less. "Assignment: Tomorrow" is being revised and shortened by the State Department, translated into several languages, and will be distributed thruout the world. A motion was made by *Mr. Bowman*, seconded by *Miss Tarbell*, and carried, that the suggestion be made to the new Executive Committee that the NEA sponsor a new motion picture, preferably one built around the crucial role of education today, to be made available for use by September 1947 if funds are available.

PAYMENT OF SUBSTITUTES—A motion was made by *Mr. Snow*, seconded by *Mr. Phillips*, and carried, that the following substitutes' pay be approved: \$8 for a substitute for *Bertha Cooper*, NEA director for North Carolina; \$32 for a substitute for *Grace Campbell*, NEA director for Washington; \$17 for a substitute for *Mabel Studebaker*, a member of the Educational Policies Commission, for attendance at a meeting of the Commission. Advance payments of charges for substitutes for *Miss Studebaker* during her period of service as a member of the Educational Policies Commission were also approved.

PAYMENT OF SALARY—Thru attendance at a meeting of the NEA Committee on Teacher Preparation and Certification held in Washington, April 29-30, 1946, *Jean Armour MacKay*, chairman of the Committee, lost two days' salary, amounting to \$34. It was recommended on motion by *Mr. Stanton*, seconded by *Miss Tarbell*, and carried, that *Miss MacKay* be reimbursed for this loss in salary.

NATIONAL CONFERENCE ON FACILITIES FOR ATHLETICS, RECREATION, PHYSICAL AND HEALTH EDUCATION—On motion by *Mrs. Barnes*, seconded by *Mr. Phillips* and carried, the mail vote that the NEA be a sponsor of a National Conference on Facilities for Athletics, Recreation, Physical and Health Education to be held December 2-14, 1946, was confirmed.

APPROVAL FOR NATIONAL ASSOCIATION OF TEACHERS OF SPEECH TO CHANGE NAME—Action was taken at the last meeting of the National Association of Teachers of Speech to change its name to Speech Association of America, a Department of the NEA. A motion was made by *Miss Tarbell*, seconded by *Mrs. Barnes*, and carried, that the Executive Committee approve this change in name.

RADIO SERIES—"The Schools Are Yours" is the title of a series of radio programs being sponsored by the NEA for a period of thirteen weeks on the network of the National Broadcasting Company. These programs began June 15, 1946.

1947 MEETING—*Secretary Givens* discussed the possibilities for the 1947 meeting of the Association. At the present time, only three invitations have been received and they are for a meeting of the Representative Assembly only. The present outlook for a full convention in 1947 is not encouraging.

NEA JOURNAL PLANS FOR 1946-47—*Secretary Givens* outlined proposed plans for the expanded *Journal* during 1946-47. These plans were discussed and suggestions made regarding series of articles and special subject pages carried from month to month.

REPORT OF THE EXECUTIVE SECRETARY—The report of the Executive Secretary, which will be distributed this fall, is being planned for the lay public as well as for educators. It is titled *Our Children*. Secretary Givens gave the tentative outline and asked for suggestions.

The meeting adjourned at 4:15 p. m.

SUNDAY, JUNE 30, 1946

The Executive Committee convened at 9:30 a. m. with all members of the previous day present. *Philip G. Johnson*, president of the National Science Teachers Association, and *Morris Meister*, president-elect, were present to ask the advice of the Executive Committee concerning a policy of institutional memberships and grants from commercial concerns. *Mr. Johnson* stated that the goal of the Department, toward which they are working, is to establish an office at NEA headquarters. The idea of having institutional memberships was to increase revenue and also to get the cooperation of commercial institutions in helping to implement and extend science instruction in the schools. The Board of Directors of the Department has voted that all funds of the Department be handled thru the NEA. *Mr. Johnson* gave a report on the leadership institutes which have been held. They have proved very helpful. After the discussion, *Mr. Johnson* and *Mr. Meister* withdrew.

AMENDMENTS—The proposed amendments to the bylaws were discussed and also those which are being recommended by the Executive Committee for action next year.

The meeting adjourned at 12 noon.

Willard E. Givens, *Executive Secretary*
F. L. Schlagle, *President*

SATURDAY, JULY 6, 1946

The meeting of the new Executive Committee was held in the Hotel Statler, Buffalo, on Saturday, July 6, 1946, at 7:30 p. m. The meeting was called to order by the first vicepresident, *Leonard L. Bowman*. President *Wanamaker* came later and took the chair.

The following members were present: *Pearl A. Wanamaker*, president; *Leonard L. Bowman*; *Edgar G. Doudna*, chairman of the Board of Trustees; *Helen Holt*; *L. V. Phillips*; *F. L. Schlagle*; *Glenn E. Snow*; and *B. F. Stanton*. *William S. Taylor*, newly elected member, was absent. *Executive Secretary Givens* and *Harriett M. Chase*, chief assistant to the Secretary, were present.

CORRECTION OF AMENDMENT—The proposed amendment to Article II, Section 1(d) as read at the last business meeting of the Representative Assembly on Friday, July 5, contained an omission of two words, "and from," which were in the proposed amendment as passed by the Board of Directors on Monday, July 1. A motion was made by *Mr. Phillips*, seconded by *Mr. Schlagle*, and carried, that the words "and from" be inserted in order to correct the proposed amendment as passed by the Board of Directors and that it be printed in *The Journal* as corrected. The proposed amendment reads as follows:

The Executive Committee shall consist of nine members as follows: the president of the Association, the junior past president, the first vicepresident, the treasurer, the chairman of the Board of Trustees, two members elected by the Representative Assembly for terms of two years and two members elected by *and from* the Board of Directors for terms of two years. All members so elected shall take office at the close of the annual meeting in 1947 and the members elected by the Representative Assembly and the Board of Directors shall draw lots to determine who shall serve terms of one year or two years so that one member elected by each body

may serve one year and the other two years. Thereafter, all terms of office for such members shall be for two years.

APPROPRIATIONS FROM THE WAR AND PEACE FUND—*Secretary Givens* gave the following report on the War and Peace Fund: Gross receipts, \$324,764.48; NEA balance after adjusting with states, \$291,417.21; total appropriations, \$231,300.00; balance unappropriated, \$60,117.21.

- A. An item of \$2500 appropriated in 1943 from the Secretary's War and Peace Emergency Fund for Communication Arts has never been used. On motion by *Mr. Doudna*, seconded by *Mr. Stanton*, and carried, this appropriation was cancelled and the amount of \$2500 restored to the unappropriated balance.
- B. *Education for All American Children*: This is a study by the Educational Policies Commission in the elementary field similar to that in the secondary field after which *Education for All American Youth* was published. A motion was made by *Mr. Stanton*, seconded by *Mr. Snow*, and carried, that there be appropriated from the War and Peace Fund an amount necessary to make this study, this amount not to exceed \$18,000.
- C. World Conference of the Teaching Profession: While part of the expenses of the conference will be shared by the state associations acting as hosts to certain delegates, there will be some expense to be borne by the NEA. A motion was made by *Mr. Snow*, seconded by *Mr. Phillips*, and carried, that an appropriation from the War and Peace Fund be made to cover the NEA's part in the conference, the actual expenditure not to exceed \$4000. Later in the meeting, there was discussion relative to the extent to which the NEA should go in making funds and personnel available if a world organization is formed as a result of this conference. It was the consensus of opinion that the NEA should cooperate fully, to the extent of furnishing office space at headquarters if that seems desirable.
- D. International Relations Committee: An agreement to appropriate \$15,000 was made to the International Relations Committee last year to cover a three-year period. The Committee is anxious to accelerate its program this year, and has requested the entire appropriation for the year 1946-47. A motion was made by *Mr. Doudna*, seconded by *Mr. Stanton*, and carried, that an amount not to exceed \$15,000 from the War and Peace Fund be made available for the International Relations Committee working thru the Educational Policies Commission.
- E. NEA Manual for Local Associations: A proposal for preparing a manual or handbook for the use of local associations was discussed by *Joy Elmer Morgan*, editor of the *NEA Journal*. He stressed the particular need for such a publication this year as the Victory Action Program gets under way. A motion was made by *Mr. Bowman*, seconded by *Mr. Doudna*, and carried, that an appropriation of not to exceed \$6000 from the War and Peace Fund be made available for developing an NEA manual for locals.
- F. National Commission on Teacher Education and Professional Standards: After discussion, it was voted on motion by *Mr. Snow*, seconded by *Mr. Stanton*, that an appropriation of not to exceed \$2500 be made available from the War and Peace Fund in order that the Commission may meet and prepare a program of action. The Executive Committee requests that the Commission submit its program and proposed budget.

REPORT ON PLANS FOR THE WORLD CONFERENCE OF THE TEACHING PROFESSION—*William G. Carr*, associate secretary of the Association and secretary of the Educational Policies Commission, gave a report on plans for holding the World Conference of the Teaching Profession at The Homestead, Endicott, New York, August 17-30, 1946. The report was accepted upon motion by *Mr. Doudna*, seconded by *Mr. Stanton*, and carried.

APPOINTMENTS TO THE DEFENSE COMMISSION—One of the responsibilities of the Executive Committee is to fill vacancies on NEA commissions. The terms of *Kate Frank*, classroom teacher, Muskogee, Oklahoma, and *T. W. H. Irion*, dean, School of Education, University of Missouri, expire this year. The organization of the Defense Commission requires appointment of members in certain areas of education. As a classroom teacher representative on the Commission, *Winona Montgomery*, Phoenix, Arizona, was appointed on motion by *Mr. Snow*, seconded by *Mr. Schlagle*, and carried. It was pointed out that one member of the Commission, *Ernest O. Melby*, was a university president when appointed to the Commission but is now a dean so that a college president should succeed *Dean Irion*. A motion by *Mr. Bowman*, seconded by *Mr. Schlagle*, to appoint *John W. Davis*, president, West Virginia State College, Institute, West Virginia, was carried.

RECOMMENDATION FROM THE DEPARTMENT OF CLASSROOM TEACHERS—The Executive Committee of the Department of Classroom Teachers, *Mary E. Titus*, West Virginia, president, recommended the payment of substitutes' salaries of members of the Board while on official business of the Department in cases where the local Board of Education cannot pay such substitutes' salaries. On motion by *Mr. Schlagle*, seconded by *Mr. Stanton*, the recommendation was approved.

PERSONNEL OF THE NATIONAL COMMISSION ON TEACHER EDUCATION AND PROFESSIONAL STANDARDS—This Commission, authorized by the Representative Assembly, shall consist of nine members selected by the Executive Committee; three of the members to serve for one year, three for two years, and three for three years, with later appointments for terms of three years. The personnel was discussed and the following appointments and terms of office approved upon motion by *Mr. Stanton*, seconded by *Mr. Schlagle*, and carried: *L. Frazer Banks*, Birmingham, Alabama (1949); *Jean Armour MacKay*, Highland Park, Michigan (1947); *Dorothy McCuskey*, Hartford, Connecticut (1948); *C. Marguerite Morse*, Clearwater, Florida (1949); *W. E. Peik*, Minneapolis, Minnesota (1949); *Paul V. Sangren*, Kalamazoo, Michigan (1947); *T. M. Stinnett*, Little Rock, Arkansas (1948); *M. Margaret Stroh*, Austin, Texas (1947); *C. O. Williams*, State College, Pennsylvania (1948).

APPOINTMENTS TO LEGISLATIVE COMMISSION—The terms of office of two members of the Legislative Commission have expired. Personnel was discussed. A motion was made by *Mr. Doudna*, seconded by *Mr. Bowman*, and carried, that *Mrs. Grace Dodge*, Boothbay, Maine, be appointed for a three-year term. A motion was made by *Mr. Stanton*, seconded by *Mr. Bowman*, and carried, that *A. O. Mathias*, Cincinnati, Ohio, be appointed for a three-year term.

APPOINTMENTS TO THE SAFETY COMMISSION—The terms of *Edwin W. Broome*, Rockville, Maryland, *Ralph A. Moyer*, Ames, Iowa, and *Marion H. Trabue*, State College, Pennsylvania, expire this year. The Secretary recommended that these members be reappointed and that their terms of office be as follows: *Mr. Broome*, three years; *Mr. Moyer*, three years; *Mr. Trabue*, one year. On motion by *Mr. Stanton*, seconded by *Mr. Schlagle*, the recommendations were approved. Former State Superintendent *E. B. Norton* of Alabama, has resigned from the Commission. On motion by *Mr. Schlagle*, seconded by *Mr. Snow*, and carried, *Edgar Fuller*, commissioner of education, Concord, New Hampshire, was named to fill the unexpired term of two years of *Mr. Norton*.

AUTHORIZATION FOR PRINTING CITIZENSHIP REPORT—A motion was made by *Mr. Stanton*, seconded by *Mr. Phillips*, and carried, that the report of the National Conference on Citizenship be printed.

The meeting adjourned at 11 p. m.

Willard E. Givens, *Executive Secretary*
Pearl A. Wanamaker, *President*

MINUTES OF THE MEETINGS OF THE BOARD OF TRUSTEES

TUESDAY, AUGUST 29, 1944

WASHINGTON, D. C.

The meeting of the Board of Trustees was held in the Board of Trustees Room at the headquarters building, Washington, at 11 a. m. pursuant to the call of the chairman of the Board. Members present were *Joseph H. Saunders*, chairman; *Edgar G. Doudna*, vicechairman; *Myrtle Hooper Dahl*, and *F. L. Schlagle*. In the absence of the secretary, *Florence M. Hale*, it was moved by *Mr. Doudna* and seconded by *Mr. Schlagle* that *Mrs. Dahl* serve as secretary pro tem.

Chairman Saunders referred briefly to the action of the Board at its last previous meeting authorizing investment of the amount of \$50,000 in the Permanent Fund, this being a part of the Net Income from Operations for the fiscal year ended May 31, 1944 and stated intention to invest this amount in government securities in line with accepted policy of investment.

After discussion of the problem of lighting in the building in which discussion *Ernest A. Valade*, electrical engineer connected with the Wilberding Company, Inc., took part:

It was moved by *Mr. Doudna*, seconded by *Mr. Schlagle*, that the Wilberding Company be employed to make a demonstration of lighting in one or two rooms in the headquarters building and that *Chairman Saunders* be authorized to have a survey made and to take such further action necessary as will produce specific information on which the Board may act. Motion carried.

It was moved by *Mr. Doudna*, seconded by *Mr. Schlagle*, and carried that the garage roof be resurfaced at a cost of approximately \$150.

It was moved by *Mrs. Dahl*, seconded by *Mr. Doudna*, and carried that window sashes and cornices on the outside of the headquarters building be painted at such time as labor conditions will permit this work to be done.

There was discussion as to fire exit lights and their placement. It was the opinion of the members of the Board that this should be a part of the lighting study and any required changes be made with the other lighting improvements.

There was an informal discussion of a program of future building expansion. It was pointed out that all space in the headquarters building now is fully taken up. The discussion briefly covered (1) possibility of extending the height of the Sixteenth Street building to seven stories and (2) construction of a new unit on the garage property.

There being no further business, the meeting adjourned.

Following the meeting, the members of the Board, accompanied by certain members of the Executive Committee, visited the safe deposit vaults at the American Security and Trust Company for examination of the securities and other valuable papers of the Association deposited therein.

JOSEPH H. SAUNDERS, *Chairman*

MYRTLE HOOPER DAHL, *Secretary-Pro Tem*

MONDAY, JULY 1, 1946

BUFFALO, NEW YORK

The Board of Trustees of the National Education Association met at the Statler Hotel, Buffalo, New York at 8 p. m. on July 1, with the following members present: *Edgar G. Doudna*, vicechairman; *Florence Hale*, secretary; *Myrtle Hooper Dahl*; *F. L. Schlagle*; *A. C. Flora*.

The meeting was called to order by *Edgar G. Doudna*, acting chairman.

The first order of business was the election of a chairman to take the place of the late *Joseph H. Saunders*. On motion of *Miss Hale*, seconded by *Mr. Flora*, *Edgar G. Doudna* was elected chairman.

A report was presented by *Willard E. Givens*, Executive Secretary of the Association, on the status of Life Membership Notes with particular reference to Notes on file of deceased Life Members and of Notes on which payees were delinquent, and with recommendation that Notes, as listed in the report, be cancelled. On motion of *Mr. Flora*, seconded by *Mr. Schlagle*, it was voted to cancel the Life Membership Notes of (a) Deceased Life Members, and (b) Delinquent members, as listed in the report of the Executive Secretary.

On motion of *Mr. Schlagle*, seconded by *Mr. Flora*, it was voted to increase the Reserve Fund in Life Membership Notes by \$15,000, as recommended by the auditor.

On motion of *Mrs. Dahl*, seconded by *Mr. Schlagle*, it was voted to confirm the vote of the Board taken by mail for the termination of the lease of the so-called "garage property" and to authorize such interior changes and improvements as will make the building suitable for the use of the Association. The mail vote was based on the letter of *Joseph H. Saunders* of January 28, 1946, with full statement of conditions included therewith.

H. A. Allan, business manager of the Association, gave a report on the present status of the "garage property" occupancy, with statement of necessary alterations and repairs. On motion of *Mrs. Dahl*, seconded by *Mr. Flora*, it was voted to authorize such alterations and repairs, not to exceed the sum of \$25,000.

On motion of *Mr. Schlagle*, seconded by *Mr. Flora*, it was voted to increase the annual rental to the Association, thru use of the garage property, by the amount of \$5000 making a total annual rental of \$48,000.

Mr. Allan reported on the improvement made in the lighting system of the Association building, as previously authorized by the Board. The report was accepted on motion of *Mr. Schlagle*, seconded by *Mrs. Dahl*.

On motion of *Mr. Flora*, seconded by *Mr. Schlagle*, it was voted to employ an engineer to study the heating problem of the Association building. The business manager was authorized to submit the recommendations of the engineer to the Board of Trustees by letter for final action.

FLORENCE HALE, *Secretary*

SATURDAY, JULY 6, 1946

The Board of Trustees of the National Education Association met at the Statler Hotel, Buffalo, New York, at 10:30 a. m. on July 6, with the following persons present: *Edgar G. Doudna*, *Florence Hale*, *Myrtle Hooper Dahl*, *Pearl A. Wanamaker*, *A. C. Flora*.

The meeting was called to order by *Edgar G. Doudna*. The first order of business was the reorganization of the Board. Upon the nomination of *Mr. Flora*, seconded by *Mrs. Dahl*, *Edgar G. Doudna* was elected chairman. Upon nomination by *Miss Hale*, seconded by *Mrs. Wanamaker*, *A. C. Flora* was elected secretary of the Board.

On motion of *Mrs. Dahl*, seconded by *Mrs. Wanamaker*, the following resolutions were adopted for the purpose of empowering an Assistant Secretary to per-

form certain duties of the Executive Secretary, under the provisions of Standing Rule 6, as amended:

Whereas the following Amendment to Standing Rule 6 was adopted by the Representative Assembly on July 1, 1946:

provided, however, that in the event of extended absence from the United States, prolonged illness, or death, the Board of Trustees may empower an associate and/or an Assistant Secretary to perform any or all duties of the Executive Secretary. Such associate secretary and/or assistant secretary shall give bond for the faithful performance of his duties for the same amount as required by the Board of Trustees.

BE IT RESOLVED, that the Board of Trustees authorizes and empowers the Assistant Secretary to sign checks and other negotiable instruments for the carrying out of financial requirements of the Association under the amended Standing Rule 6.

BE IT FURTHER RESOLVED, that the Board of Trustees advise financial institutions with which the Association carries accounts requiring the Secretary's signature, that during the extended absence from the United States, prolonged illness, or death of the Executive Secretary, that the Assistant Secretary shall sign or countersign checks.

BE IT FURTHER RESOLVED, that the Board of Trustees, when necessary, shall furnish each financial institution a certificate of absence of the Executive Secretary, in such form as the institutions require, and when such form of certificates are approved by the institutions, that they be incorporated as a part of these minutes; the forms for the three accounts at the National Metropolitan Bank being attached hereto as Exhibits "A", "B", and "C", and the form for the American Security and Trust Company being attached hereto as Exhibit "D".

BE IT FURTHER RESOLVED, that the Board of Trustees certify to the financial institutions the name and signature of *Karl H. Berns*, Assistant Secretary.

Exhibit A

I, Edgar G. Doudna, Chairman, and/or A. C. Flora, Secretary, of the Board of Trustees of the National Education Association of the United States, acting under Rule 6, amended by the Representative Assembly on July 2, 1946, do hereby certify that due to the absence of Willard E. Givens, Executive Secretary, that the Assistant Secretary, Karl H. Berns, is hereby authorized and empowered to sign checks on the special account of the National Education Association of the United States, deposited in the National Metropolitan Bank of Washington, D. C., until further notice in writing to the said National Metropolitan Bank.

Exhibit B

I, Edgar G. Doudna, Chairman, and/or A. C. Flora, Secretary, of the Board of Trustees of the National Education Association of the United States, acting under Rule 6, amended by the representative assembly on July 2, 1946, do hereby certify that due to the absence of Willard E. Givens, Executive Secretary, that the Assistant Secretary, Karl H. Berns, is hereby authorized and empowered to countersign checks drawn on the regular account of the National Metropolitan Bank of Washington, D. C., until further notice in writing to said National Metropolitan Bank.

Exhibit C

I, Edgar G. Doudna, Chairman, and/or A. C. Flora, Secretary, of the Board of Trustees of the National Education Association of the United States, acting under

Rule 6, amended by the representative assembly on July 2, 1946, do hereby certify that due to the absence of Willard E. Givens, Executive Secretary, that the Assistant Secretary, Karl H. Berns, is hereby authorized and empowered to sign checks drawn on the delegate account of the National Education Association of the United States, deposited in the National Metropolitan Bank of Washington, D. C. until further notice in writing to the said National Metropolitan Bank.

Exhibit D

I, Edgar G. Doudna, Chairman, and/or A. C. Flora, Secretary of the Board of Trustees of the National Education Association of the United States, acting under Rule 6, amended by the Representative Assembly on July 2, 1946, do hereby certify that due to the absence of Willard E. Givens, Executive Secretary, that the Assistant Secretary, Karl H. Berns, is hereby authorized and empowered to sign checks drawn on the War and Peace Fund of the National Education Association of the United States, deposited in the American Security and Trust Company of Washington, D. C., until further notice in writing to the said American Security and Trust Company.

On motion of *Mrs. Wanamaker*, seconded by *Miss Hale*, the following resolution was adopted to provide for borrowing funds:

RESOLVED, that *Edgar G. Doudna*, chairman of the Board of Trustees, and Willard E. Givens, Executive Secretary, are authorized to borrow from time to time on behalf of this corporation from the National Metropolitan Bank of Washington, D. C., such sums of money, not to exceed \$100,000, for such times and upon such terms as may, to them, seem advisable, and to execute notes, and renewals thereof, extensions or agreements, in the name of the corporation for the repayment of the sums so borrowed; this resolution to be in full force until further notice in writing to said National Metropolitan Bank, and the said Bank shall not be required in any occasion to make inquiry respecting the application of any instrument executed in virtue of this resolution, or of the proceeds therefrom, nor be under any obligation to see to the application of such instrument or proceeds.

On motion of *Mrs. Dahl*, seconded by *Mrs. Wanamaker*, it was voted to increase the Revolving Fund for the Executive Secretary, known as the "Special Account" from \$75,000 to \$125,000, and that the Fidelity Bond of the Executive Secretary be correspondingly increased.

On motion of *Mr. Flora*, seconded by *Miss Hale*, it was voted to increase the petty cash fund from \$500 to \$1000.

On motion of *Mr. Flora*, seconded by *Miss Hale*, the following resolution was adopted regarding the savings account in the Liberty National Bank for the purpose of conforming with the usual type of authorization required by that Bank:

RESOLVED, that the Liberty National Bank is hereby designated as a depository of this Corporation and that a Savings account be opened and maintained in the name of this Corporation Permanent Fund with said bank; that (any two of) the following officers of this Corporation: chairman of Board of Trustees, vice chairman, Board of Trustees, or secretary, Board of Trustees is/are hereby authorized, on behalf of this Corporation, and in its name, to sign checks and other negotiable instruments for the payment of money from said account; to indorse checks and other negotiable instruments, owned or held by this Corporation, for deposit in said accounts to accept drafts, acceptances, and other negotiable instruments payable at said Bank; and

FURTHER RESOLVED, that the Liberty National Bank be and it hereby is authorized to honor, receive, certify, and pay all instruments signed in accordance with the foregoing resolution even though drawn or indorsed to the order of any officer signing or tendering the same for cashing, or in payment of the individual

obligation of such officer, or for deposit to his personal account; and said Bank shall not be required, or be under any obligation to inquire as to the circumstances of the issuance, or use of any instrument signed in accordance with the foregoing resolution, or the application, or disposition of such instrument, or the proceeds thereof; and

FURTHER RESOLVED, that the Secretary or Assistant Secretary shall certify to said Bank the names of the presently duly elected and qualified officers of this Corporation and shall from time to time hereafter as changes in the personnel of said officers are made, immediately certify such changes to the Bank, and said Bank shall be fully protected in relying on such certifications of the Secretary or Assistant Secretary and shall be indemnified and saved harmless from any claims, demands, expenses, loss, or damage resulting from, or growing out of, honoring the signature of any officer so certified, or refusing to honor any signature not so certified; and

FURTHER RESOLVED, that the foregoing resolutions shall be and remain in full force and effect until the actual receipt by the Bank of written notice of their amendment or rescission; and the receipt of such notice shall not affect any action taken by the Bank prior thereto; and

FURTHER RESOLVED, that the Secretary or Assistant Secretary be, and he hereby is, authorized and directed to certify to said Liberty National Bank the foregoing resolutions and that the provisions thereof are in conformity with the Charter and Bylaws of this Corporation.

On Motion of *Mrs. Wanamaker*, seconded by *Miss Hale*, the following resolution was adopted to provide for access to the safe deposit box in the American Security and Trust Company, in which the securities and other valuable papers in the custody of the Board of Trustees are deposited.

RESOLVED, that securities and other valuable papers in the custody of the Board of Trustees be deposited in the safe deposit vault of the American Security and Trust Company, Washington, D. C. in a box, rented in the name of the National Education Association of the United States; that rental of such safe deposit box be under conditions of joint access by two persons who may be so authorized by the said board with the American Security and Trust Co.; that until their successors are named and authorized by the Board of Trustees, *Edgar G. Doudna*, chairman of the Board of Trustees, and *Harold A. Allan*, business manager of the National Education Association of the United States, are authorized to have access to said safe deposit box and that in the event of death, incapacity, or unavailability of either person so named, *A. C. Flora*, secretary of the Board of Trustees, or *Willard E. Givens*, Executive Secretary of the National Education Association of the United States are authorized to have access jointly with either of the above named persons who is available.

On motion of *Miss Hale*, seconded by *Mrs. Wanamaker*, it was voted to transfer the amount of \$50,000 from the net income for the year ending May 31, 1946, to the Permanent Fund.

It was the sense of the Board that surplus funds be invested in Federal, State and Municipal Bonds.

The Chairman raised the question as to the time for the next meeting for the Board of Trustees, and whether or not the Board should postpone the election of the Secretary until its next meeting. After some discussion, it was decided to elect a Secretary at this meeting with the understanding that the Board would meet at some date later in the fall to fix the salary. On motion of *Miss Hale*, seconded by *Mrs. Wanamaker*, and carried, *Willard E. Givens* was reelected as Executive Secretary of the Association for a period of four years, beginning at the expiration of his present term of office.

A. C. FLORA, *Secretary*



OUR SCHOOLS

*Annual Report
of the Profession
to the Public*

by

THE EXECUTIVE SECRETARY

of

THE NATIONAL EDUCATION ASSOCIATION

OF THE UNITED STATES

On this and the following pages is reproduced, at two-thirds of the original size, the 1945 annual report of the Executive Secretary. *Our Schools* was issued in the fall of 1945 as a 20-page brochure, and was distributed widely as a part of the Association's general campaign of public education. More than fifteen thousand copies were distributed to a wide variety of publications and the daily press, education associations, school officials, radio, organization leaders, universities, and libraries.

To the Public

The National Education Association is composed of the teachers of your children. It is a professional organization. Affiliated with it are all the state education associations and the local associations of 1,400 communities. Their combined membership includes 85 percent of those who serve in the schools. Colleges and universities are also represented.

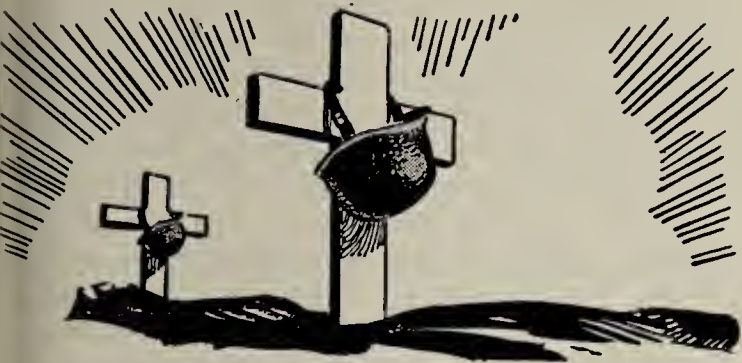
For 88 years, the National Education Association has taken the lead in improving the schools. Its departments, commissions, committees and individual members are constantly working on the problems of American education. We take pleasure, therefore, in submitting this *Report of the Profession to the Public*, based upon intimate knowledge and sympathetic understanding of what is happening in the schools.

The education of youth has a direct bearing upon the welfare of our nation. Every citizen has an interest in the schools. We ask your thoughtful consideration of the problems set forth in the following pages, and your support for the continued improvement of educational opportunity for American youth.

WILLARD E. GIVENS, *Executive Secretary*

National Education Association of the United States
1201 Sixteenth Street, Northwest
Washington 6, D. C.
1945

OVERCOMING THE DEFICITS OF WAR



WAR cuts deeply into the human talents and skills upon which peacetime progress depends. Many thousands of engineers, technicians, artists, professional and business leaders are battle casualties. As long as the war lasts, many thousands more will be absent from the experimental laboratories, shops and offices devoted to nonwar needs. The classrooms and training laboratories normally supplying replacements for these occupations are empty or at best only partially filled.

As the war goes on, the facilities and conveniences that contribute to the American standard of living break down. This material depreciation is paralleled by a shortage of the professional services which are so important to the health and education of the people and to the civil order and internal welfare of the nation.

The deficits of this war cannot all be accounted for in the present. Some of them must be charged to the future. Oil wells are being pumped to capacity. Mines are forced to yield their metals to the limit. Billions of feet of lumber have gone into war construction. Farm tillage has been pushed intensively. Many items of our natural wealth have been brought nearer to the inevitable day of exhaustion. Substitutes can be devised only by those whose technical knowledge fits them for the task.

The war has stimulated invention of new processes and new products, some of which can be converted to civilian use. The transfer will call for expert knowledge and skills. The armed forces of this war have had more technical training than those of any war in history. This training will be a great asset to our national life if it can be quickly adjusted to the needs of civilian

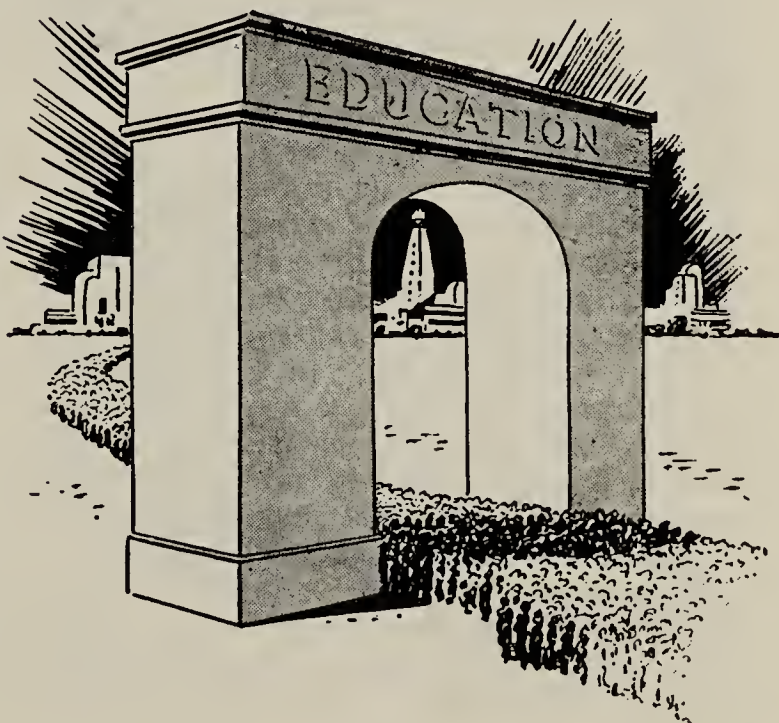
industry. The schools must be ready to help in these adjustments.

The lavish expenditure of human and material wealth in war has been accompanied by the piling up of a staggering debt which can be repaid only from the kind of incomes earned by those whose skills have been fully developed through education.

Merely to bring this nation back to where it was before the war began will require that every available talent be discovered, developed and put effectively to work. These are tasks for our educational institutions.

The restoration and development of our material economy after total victory is not our supreme objective. We look forward to a *better* world—to freedoms, justice, security, sound health, friendly international relations, goals which cannot be gained through technological development alone, but which rest essentially upon the habits and ideals that are fruits of adequate educational opportunity for all.

The American people prepared for this war speedily and effectively. The strength of our nation will again be tested by the speed and effectiveness with which it can prepare for the kind of peace which the sacrifices of our heroic fighting men have made possible. The first step in that preparation is the improvement of our schools.



EDUCATION OF VETERANS



THE loss of normal educational development due to military service is one of the heaviest deficits of the war. Millions of men interrupted educational careers to enter the armed forces. The longer the war lasts, the less is the likelihood that they will resume their education when victory is won. Even those who entered service at the minimum age when the war began must give serious thought to an occupational career and the responsibilities of supporting a family as soon as they become civilians again. Much competency resulting from education will be permanently lost to our national economy.

In order to minimize this loss, Congress in the "G. I. Bill of Rights" has made it financially possible for veterans to return to school. Funds are available for tuition and subsistence.

There will be about fifteen million veterans of World War II. Roughly speaking, one-third have not gone beyond grade school; one-third have had some high school work; and another one-third have had a high school education or more.

It is evident from sampling the intentions of men in the armed forces and from experience with the nearly two million veterans already discharged that those who have already gone farthest in school are the most likely to continue their education. Only about 15 percent of the veterans who did not get past the eighth grade before leaving school plan to reenter; 22 percent of those who had some high school education plan to take further schooling; while about 34 percent of the high school graduates plan to go to college or technical or vocational schools.

These percentages in each category are far too low to recover the loss to the nation resulting from incompleting educational careers. The number of men returning to school can be greatly

increased by timely counseling and guidance, a service possible only through close cooperation of appropriate local agencies with the representatives of the Veterans Administration. Communities should make provisions for such cooperation now. A few months later will be too late.

It is apparent that nearly two out of three veterans will be in need of educational opportunities at the grade and high school levels. School courses normally offered to children of elementary and high school age will meet the needs of very few veterans. War is a maturing experience. Whatever their ages in years, the returned service men must have an adult type of education. Textbooks must be written on adult levels, and directed toward adult problems. The adaptations necessary to veterans' needs are so fundamental that some school systems have created veterans' high schools in which only service men will be enrolled.

While many school systems with large financial resources of their own have made these adaptations, the majority of the non-collegiate service men will return to homes in rural areas or in towns in which suitable educational programs are unavailable and in some communities impossible without federal financial assistance.

Many colleges and universities have adapted their services to the needs of veterans. These institutions are reimbursed by the federal government for the education of veterans on the basis of the tuition rates charged. Private institutions, therefore, generally receive higher reimbursement than publicly-supported institutions which have low tuition rates or none at all. This imposes a severe penalty on many of the state universities and colleges, which receive much less than enough to defray the cost of educating the veterans whom they enroll.

Failure of the federal government to provide adequate financial assistance for the education of veterans in public institutions, plus the laxity of standards set up by some states for the approval of institutions offering educational programs for veterans, has resulted in the emergence of a number of private, profit-seeking schools advertising for the veteran's patronage and opening their cash registers for federal tuition money. This is a problem for the careful attention of state authorities.

PEACETIME MILITARY TRAINING

A SPECIAL committee of the United States House of Representatives, set up as a sounding board for opinion on peacetime conscription, has recommended immediate adoption of a "broad policy" of compulsory military training for all American youth. The various plans offered are in general agreement on the ages of 18-22 for induction and a total period of one year for the training.

The proposal is supported by Army and Navy officers, and others whose motives are undoubtedly sincere. It is, however, so radical a departure from long-established American tradition that it calls for the most careful and unhurried consideration of every citizen.

The object of the proposal is national defense. Teachers will support strongly a sound program of national defense. Many however, have serious doubt that universal peacetime military training is the only way or even the best way to provide for it.

The first line of defense in any nation is the sound physical condition and intellectual capacity of its citizens. Our armed strength for this war was cut nearly one-third by selective service board rejections for physical and educational unfitness. Any proposal for national defense which does not provide the means of reducing such a loss of power in the future to an absolute minimum can hardly be called adequate. No plan yet advanced does so. It is merely proposed to submit those who are *already* physically fit, in the male half of the population only, to a single year of physical conditioning at the age of eighteen. Only a universal program of education—including health education—beginning at birth, continuing through the adult years, preventing the ravages of illness where possible, correcting physical deficiencies when they are remediable, and giving every child an opportunity for the fullest intellectual development of which he is capable will lay the basis for anything like total mobilization of our citizens in national defense.

No plan yet proposed by advocates of universal military training properly recognizes the importance of industrial competency in the winning of a war. While the military services were training 15,000,000 men in the arts of warfare, the schools in their shops and laboratories were training 10,000,000 persons in the specific skills needed

by the war industries. Victory in modern warfare depends upon the assembly line as well as the battle line. A program of training which prepares for one and neglects the other is only a partial program for the national defense.

Science and invention will undoubtedly play even a larger part in the wars of tomorrow—if there must be wars tomorrow—than they play in the mechanical and highly technical warfare of today. Certainly no long range, comprehensive plan for the national defense can neglect systematic discovery and development of scientific talent or fail to make provisions for a broad program of continuous research and experiment in the fields of technology related to the implements of war.

It seems clear that military training alone is a limited provision for national defense. Physical vigor, intellectual and vocational ability, scientific knowledge and technical skills are highly important factors in protection against war. They are equally important if war never comes. The purely military skills are of little use in peace. If our nation must dedicate a large measure of its resources to national defense, it can do better than adopt in haste a program that is only a partial answer to the demands of war.



HEALTH AND PHYSICAL FITNESS



AMERICA has been given the sort of shock an individual receives when he goes to his physician for a medical check-up and is told bluntly that he had better begin taking care of himself.

Almost one out of every three men called before the selective service boards has been found unfit for duty. Many who are accepted for the military forces do not have the soundness of physical condition required for effectiveness on the war fronts. It has been necessary to submit all inductees to a period of physical hardening that could have been greatly shortened if they had entered service in excellent physical condition.

Lack of vigorous bodily health has not only handicapped our military strength in force and numbers, but has weakened our defense activities on the home front. Absenteeism due to health that is under par has cost millions of man hours in war production offices and factories.

This is not our first experience of this kind. The physical stamina of two successive generations of American youth has now been submitted to the rigid accounting of war. In neither instance is the score a commendable one for a nation possessing the resources to cope with such inadequacy. Correction of this situation is one of the first and most important steps in national defense. Physical fitness is no less vital to economic productivity, effective citizenship and individual happiness in peacetime than it is to military defense. Continued neglect of the health of large areas of our population, after it has been shown twice in a quarter of a century how serious a threat such neglect is to national security, is a folly we can ill afford.

It is time now for every state and every community to make a survey of its health needs and of the facilities available to meet them. The survey will require the cooperation of teachers of health and physical education, the medical, dental and nursing professions, public health officials, and directors of playgrounds and other local recreational opportunities. With the cooperation of all these groups adequate community programs can be devised.

Ideally a health program should begin in eugenics, include prenatal care, home supervision of all health building factors in early childhood, an adequate program for school and college days, conditioning and recreational activities for middle life, and a regimen of health protection and conservation for the later years. At all age levels, medical and dental services should be available upon individual need. Continuous public health and sanitation measures are essential.

While strengthening the physical vigor of a nation cannot be considered a task solely for the schools, the schools are a strategic agency in such a program, and the health building activities of community and state may well be centered in our educational institutions. The schools are going concerns. For a long time they have recognized health as a principal objective, and many of them go far to achieve it with health building programs adequately staffed and equipped. The formative years of the school age are critical ones in which to lay the basis for strong bodies. Chemistry, biology, home economics and other school subjects related to life processes and living standards should be closely correlated with health aims and activities.

Such well-balanced programs are now receiving increased attention in high schools and colleges. The renewed interest is due in part to the immediate needs of pre-induction training. Supervision of physical education on the state level has improved materially. Better coordination of federal agencies and national organizations has contributed increased help on the problems of local communities.

Physical education is now required for graduation in nearly all colleges and universities. Credit comparable to that given for academic work is given for physical education in more than three-

fourths of them. Over half of the colleges and universities have improved their physical education programs since Pearl Harbor. The majority are not ever likely to return to the status of their pre-war programs. These advancements have taken place in spite of growing shortages of instructional personnel and the priority restrictions imposed upon the purchase of equipment. Literally, more and more has been demanded in spite of less and less with which to work.

In general, the elementary schools have not benefited in large measure from this trend. More adequate programs are provided for boys than for girls. These facts reflect the emergency character of the recently increased activity in physical fitness programs. There is danger that those who support them may relax their efforts when the present special need for fitness in the military service is past.

The greatest weakness of our present provisions for physical fitness is that they reach so small a number of American youth. It has been estimated that no more than 12 percent of the American people have adequate medical care. Probably no larger percentage of the children of school age have the benefits of really effective health building programs that include periodic examinations followed by the corrective measures indicated.

There has always been most neglect of health and physical education in rural areas. We reap the fruits of that neglect now in the larger percentage of rejections by the selective service boards for physical unfitness in those areas. Half of the children of this nation live in farm and village neighborhoods. We can never be a really strong nation physically until provision is made for them.

School health practices have seldom kept pace either in urban or rural schools with the possibilities for their improvement. Greatly enriched programs organized by competent professional leaders in physical education are waiting now for adoption. School boards and administrators must make them a reality.

No field of school service calls for wider public cooperation. Unfortunate as it may be, the most intensive period of intellectual activity in which many persons engage is confined to school and

college years. Life's demands upon physical capacity begin at birth and continue until death. The demands are made upon all whether they like it or not. Any program which meets these demands must be lifelong, including adults as well as children.

Closely associated with health opportunities of the community for the normal child and adult are the special programs for the physically handicapped—the partially seeing, the totally blind, the hard of hearing, the crippled and those who suffer from the weakening effects of organic or infectious disease. In recent years some of the larger city school systems have greatly improved provisions for the care of those whose physical vigor has been discounted by natural or accidental causes. The specially constructed buildings and classrooms, the scientific aids for the handicapped, the programs of therapeutics and psychiatry which supplement the health provisions for the normal children in some of our best schools are still denied many thousands of children. A sound national program of physical fitness must include attention to the liabilities as well as the assets in our human resources.



EDUCATION AND THE PEOPLE'S PEACE



This Kind of Education . . .

EDUCATION has a place at the peace table. For the first time in the history of the world, there is an opportunity to create and maintain a *people's* peace. In building the structure of a new world organization, the statesmen of the United Nations at San Francisco clearly recognized that no international machinery for dealing with economic, political, military and legal matters can work properly unless the peoples of the world learn how to make it work. Provisions for education and cultural cooperation were therefore incorporated in both the Economic and Social Council and in the trusteeship system of the United Nations Organization.

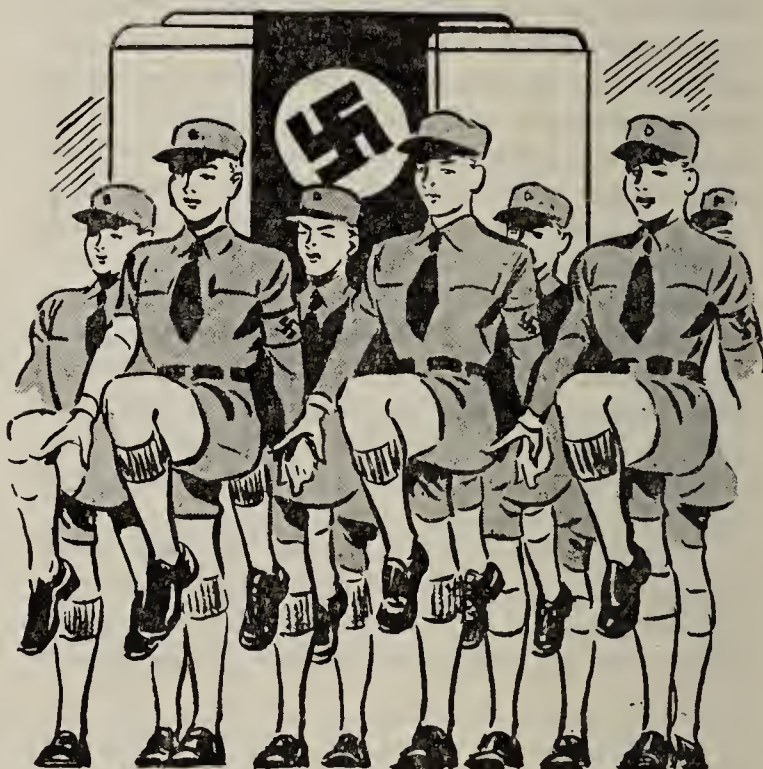
This striking victory for education in the peace did not happen by accident. Thousands of educators and other citizens had grimly determined that this time education should not have the courteous "brush off" it received in 1919 by the Committee drafting the Covenant of the League of Nations. The organized teaching profession, through the Educational Policies Commission of the National Education Association and the American Association of School Administrators, spearheaded the struggle for an international recognition of education. The Commission was vigorously and ably supported by all types of lay organizations and by public-spirited individuals. The necessary forces were organized, untiring, and resolute.

The role of education at the peace table is vital. Preparation for war and preparation for peace are deeply rooted in education. Americans are not a war-like people, largely because our schools have not glorified war. They have not taught youth that this country was hated by any other nation.

They have not taught that our national ambitions were threatened by those of any other country—that neighboring nations were our enemies. They have not taught that the individual existed solely to make his nation powerful among others, but that a government exists for the well-being of its citizens. American schools have taught youth that our real enemies are disease and poverty, and ignorance and crime, and that the glory of man is their defeat.

The objective of international cooperation in education is to eliminate the kind of education that can lead only to war, and substitute for it the kind of education that leads to peace.

The stipulation of the United Nations Charter that the international trusteeship is to promote the social and educational advancement of trust territories is of special importance. Half of the people of the world cannot read or write in any language. Many of the illiterate live in those under-privileged areas likely to be placed under trusteeship. From their present condition of ignorance can come no contribution to a people's peace. The safety of the world depends largely upon intelligent cooperation made possible by universal education.



. . . NOT this Kind

EDUCATION AND MINORITY GROUPS



THE National Education Association is becoming increasingly concerned about the existence of intolerance among various elements of the American people and the prospect that when this war is over there may be greater racial, religious, political and economic tensions. The existence of our democracy will be seriously affected if group prejudices and antagonisms get out of control or if the causes of such prejudices and antagonisms are not removed or reduced.

The Detroit race riot, the difficulties in Harlem, the deep prejudices against American citizens of Japanese ancestry, the clashes between the Mexican and anti-Mexican groups that have occurred in the South and West are all examples of outbreaks that may increase in number and violence in the postwar period. Not only is there a probability of more racial violence, but it is possible that religious prejudices and antagonisms will increase and that attempts may be made to restrict the rights of certain church groups.

In the international field the forces of prejudice are threatening the full success of cooperation among the nations and may cause a third world war unless brought under control.

If the forces of disharmony and prejudice are to be controlled, our schools must teach young people to recognize the rights of minorities, to relieve injustices causing group conflicts, and to appreciate the sacred character of religion and the sincerity of those who worship, to whatever church they belong. More and more, teachers must assume responsibility for the education of our youth to respect the worth and integrity of all individuals in our society. It is likewise important that members of minority groups be taught to understand and to have consideration for the rights, liberties and attitudes of those who constitute the majorities.

Deep-seated prejudices originate early in childhood and generally become fixed in adolescence. Therefore, education in mutual understanding should begin in the kindergarten and continue throughout the university. It is not enough that these principles be taught in the schools. There must be evidences of respect for minority groups in the market place and the public forum.

The teachers themselves must have the support and the approval of the public in the development of ideals of tolerance and mutual understanding. This support and approval is not always forthcoming. There have been recent instances of discrimination and reprisal against teachers because of their efforts to teach tolerance and full consideration of the rights of all individuals.

Naturally enough, teachers sometimes tend to reflect the prejudices and intolerance of their communities. There is, therefore, a heavy responsibility upon local, state, and national teachers' organizations to discuss fully the need of tolerance and mutual understanding, and to develop standards and attitudes that will influence the entire teaching profession.

That part of the platform of the National Education Association dealing with this problem is recommended for adoption as public policy:

Every child regardless of race, belief, economic status, residence, or physical handicap should have the opportunity for fullest development in mental, moral, social and physical health and in the attitudes, knowledge, habits and skills that are essential to individual happiness and effective citizenship in a democracy.

THE FEDERAL GOVERNMENT AND EDUCATION



THE federal government has a vast stake in education. This stake is recognized in its legislative halls. The seventy-ninth Congress has before it measures that range from provisions for school lunches to provisions for an international office of education. Other bills now before that body would affect the education of veterans, the disposal of surplus war goods at low cost to schools, would grant federal financial aid to education, create a national program of physical fitness, and extend vocational training to thousands now denied it. This is a range of federal interest that is broad, significant and defensible.

Back of the rapidly increasing interest of the federal government in education are the increased duties of citizenship at the national level.

Twice in a single generation the federal government has summoned American youth to defense of their country. Problems of national and international importance, federal in their origin and scope, now require a greatly increased proportion of the time and energy of all citizens. Federal taxes today impose an unprecedented demand upon the earnings of people everywhere. A new economy prevails in respect to public affairs—an economy born of events that are national in character, which will exercise a determining influence for many years to come over the lives of the American people. These changes, which pyramid new responsibilities for the individual as a citizen of the United States as well as a citizen of his state and community, impose on federal government a proportionate increase in its obligation to share with the states the cost of preparing citizens for these responsibilities.

The national aspect of citizenship is further emphasized in the migration of citizens from one

state to another. Paved highways, cheap automobiles, economy of travel by rail, the development of bus lines and air lanes to every part of the continent have greatly increased the mobility of our population. Ten years before the war began, nearly one-fourth of all native Americans resided in states other than those in which they were born. In ten states, at least half of the American-born population, according to the U. S. Census of 1930, began life in some other state. The war has tremendously stepped up these population shifts. An Alabama boy's lack of vocational training is a matter of concern to a Detroit manufacturer. Voters who were denied educational opportunity in Oklahoma or Arkansas may cast the decisive ballots on a referendum in California. The liabilities of one state do not become the assets of another.

Many states are unable to maintain the kind of schools required to educate young people for the varied and complex duties which federal government increasingly places upon them. There is a very uneven spread of educational opportunity throughout the nation. Some children have a chance for an excellent education, some for an average education, some for a poor education, some for none at all. Some communities spend annually *sixty times as much* to operate a single classroom as other communities do. There are many children of school age not in school. In 1939-40 this group numbered two million. In the same year there were ten million adults who were functionally illiterate and who for that reason were later unable to respond to the demands of federal government for the most complex and difficult services needed during war times either on the home fronts or on the battle fronts. Among them were 350,000 registrants in the draft who signed their names with a mark!

There is a definite relationship between this inability to perform the full duties of citizenship and the educational opportunities available to youth. In a nation where inequalities in education are as great as sixty to one, it is no accident that 36 percent of the adult citizens in one state are for all practical purposes illiterate, while another state has only 4 percent illiteracy. It is not surprising either that in some states only two men per hundred registered in the Selective Service

had to be rejected for educational deficiency, while in other states 12 men per hundred were rejected for the same reason.

Economic competency and education are just as closely related as effective citizenship and education. The per capita income in states which have for years spent the most for education is four times as high as the per capita income in states which stand at the bottom of the list in financial support of schools. The uneducated person as a worker and consumer produces less, earns less, buys less, owns less and contributes less to the world in which he lives. As a citizen and voter he is more easily swayed by the demagog and more readily submits to error in the fields of political thought and economic doctrine. The penalties of educational inadequacy weigh heavily upon the welfare of our country, both economically and politically. Their removal looms today as one of the most critical issues in the field of national policy.

The new frontiers in American life exist in ideas. Education deals with ideas, with broad concepts of understanding which serve as motive and springboard for progressive, constructive plans of action. It is in this area, through the adequate education of youth, that federal policy urgently needs development if our nation is to grow in strength both at home and abroad.

It is of the highest significance that poor schools exist in many states, not because the people who have them want poor schools but because the financial ability to provide better schools is lacking. The states with the most children have the least money to spend. The states with the fewest children have the most money. Yet the states with the most children and the least money are spending for schools the highest percentage of the total earnings of all their citizens.

The correction of costly and dangerous differences in educational opportunity within and between the states, and the over-all elevation of the public school system to a point where the training of youth is adequate to meet the multiplied demands of citizenship, is a responsibility in which the federal government must increasingly participate. There is no other way to remove these differences.

The pattern for the federal government to follow in this procedure is directly in line with

American tradition older than the Constitution itself. More than 150 acts of Congress have expressed it by observance of two basic principles: (1) extension of federal financial support of education and (2) preservation of the control of educational policies within and by the states. These are sound principles, they are practical, they have worked well for a century and a half; they need not and should not be changed.

Federal aid legislation now before Congress conforms to these principles. It permits the federal government to meet its responsibilities to future citizens, and reserves control of the schools to the states and local school systems. It expressly forbids to federal officials, or to any agencies of the federal government, any type of control of education at the local level. While the passage of this legislation would increase the total cost of education in the United States not much more than 10 percent, its distribution on the basis of financial need and the number of children to be educated would go far to remove the existing undemocratic inequalities in American education. Only through the passage of this, or comparable legislation, can American young people be prepared adequately for the national defense in war or for the full duties of citizenship in peace.



EDUCATION AND THE NATIONAL INCOME



The educated produce more . . .

TODAY there are a million fewer youth enrolled in high school than there were in 1940-41. Sample surveys in 1944 revealed three million boys and girls between the ages of 14 and 17 gainfully employed, either part-time or full-time. A million-and-a-half of these were working full time. This number is nearly 60 percent higher than it was in 1940.

There has been much public discussion of a postwar income of 120 billion dollars and postwar jobs totaling 55 million. In April 1944, there were about 51 million persons in the civilian labor force. After the war possibly 10 million men and women now in the military services will be looking for jobs. Obviously, to get back into school three million youth who are now employed on a part-time or full-time basis is an important step in opening up positions for veterans.

It must be recognized, however, that such a displacement of youth will deprive some of them of apprenticeship training they need for their own occupational careers. Provisions must be made for such training in some other type of work experience.

Releasing youth of high school age from employment in order to provide jobs for adults is but one reason for a back-to-school movement. A far more important reason is to make youth better contributors to their own and the nation's economic security.

When we speak of a national income of 120 billion dollars we mean wages, salaries, rentals, and return on investments. To maintain a high national income it is necessary to maintain a high level of education. Federal census data recently published by the United States Chamber

of Commerce show that only 11 percent of those who had less than an eighth-grade education reached the \$5000 income level; most of them never exceeded \$2000 in annual income. The same report shows a relationship between education and the standard of living as measured by home rentals. Persons with advanced schooling demand homes of high rental value. Most of those who attended only grade-school never rise above monthly rentals of \$30.

An essential factor in business activity is what a prominent business leader calls a "cultivated desire." One of the fundamental outcomes of education is the development of a desire to live healthier, more efficient lives. Through the refinement of human wants arises the demand for better houses, cars, radios, and thousands of other manufactured products and personal services.

Whether or not we have a national income of 120 billion dollars with full employment depends in no small degree upon the educational program we are willing to provide. Education is an investment in people. By investing in people we may make America economically strong.



. . . consume more.

RURAL SCHOOLS

THE rural schools enroll about half of the nation's school children and employ 54 percent of all American teachers. There are 175,000 teachers in one-, two-, and three-room schools.

Improvement of these schools is one of the most serious problems of public education. While there are some excellent rural schools, most of the poorest schools of the nation are in farm and village neighborhoods. Millions of rural children are seriously handicapped in educational opportunity. Among the principal handicaps:

Although rural children constitute more than half of the children in the nation, only a little more than a third of the money spent for education is for support of rural schools

Nearly 60 percent of the teachers in rural one- and two-room elementary schools have had less than two years of education beyond high school. Only 10 percent of the teachers in towns and cities over 2,500 population have so little preparation for their work

The average annual salary of the rural teachers in America is less than half of the average annual salary of teachers in the larger towns and cities

Rural schools spend \$86 per year per pupil compared to an expenditure of \$124 in town and city schools

Only 57 percent of rural youth 16-17 years old are in high school, compared to nearly 76 percent of urban youth of these ages enrolled in high school.

The most significant inequalities of educational opportunity cannot be told in statistics. The best schools have modern, well-equipped buildings, well-trained teachers and adequate instructional facilities including laboratories, libraries, and shops. On the other hand, several million children go to school each day in mere shacks, using a few worn-out dirty textbooks, taught by teachers who do not have a high school education. Many such schools are in the open country.

There can be little progress in rural education without reorganization of rural schools, improvement in administration, and adequate finance. Most of the 100,000 small school districts should be consolidated. In 24 states, largely rural, county superintendents are chosen at the ballot box. School administrators should be employed on the basis of professional qualifications rather than elected by popular vote. The farmers have one-

third of the nation's children and receive only one-tenth of the national income. Farm schools cannot be adequately financed unless they share in the tax revenues collected in industrial areas where wealth is concentrated.

The principle of taxing wealth wherever it exists and spending the revenues to meet the needs of citizens wherever they live, is well recognized and long established in the United States. The federal government is the only agency that can do this. Through the application of this principle we build our post offices, deepen our harbors and river channels, control floods and dust storms, construct great dams for power and irrigation, fight diseases that attack the live stock on our farms and pay much of the cost of our cross-country highways. In the same way we must provide adequate educational opportunity for farm children.

Teachers of rural schools should be as well prepared for their jobs as are the teachers of our best city schools. They should be adequately paid, protected by tenure laws, and retired when old age brings their services to the point of diminishing return.

The rural school problem is the nation's problem and not a farm problem alone. The area where one-half of the youth population of America lives cannot be allowed to remain a neglected frontier.



"CAN THE SCHOOLS TEACH THE G.I. WAY?"



THIS question, appearing first as the title of an article in a popular magazine, has been echoed in a hundred forums, and the lively responses to it have romped through the pages of scores of publications, lay and professional, to the great delight of that gullible section of the American public which likes to believe that if it wished it could acquire a university education by a few minutes reading each evening, learn to play the piano in six easy lessons, or pleasantly remove surplus poundage without dieting or exercise.

While much of this discussion has been critical of school methods and perhaps has aroused some question of the effectiveness of the educational program, on the whole it has done more good than harm. It has focused attention upon the value of certain practices in instruction which have long been recognized as desirable by the profession, but which are not widely established because of the lack of appreciation and financial support of the general public.

The service schools are doing their job well. There is nothing miraculous about them. They have discovered no new or revolutionary methods. They have adapted well tested and long used educational procedures to the needs of the soldier. They are employing these procedures with men who come to them with a background of learning far superior to that of any fighting men at any time. Many of the students in the schools of the armed forces are already high school or college graduates.

There is a vast difference between the G. I. school and the public school in administration, organization, purpose, and in the motives impelling students to study. In some respects it is impossible—in other respects wholly undesir-

able—for the "schools to teach the G. I. way."

The rate and effectiveness of much of the learning in G. I. schools, however, is determined by wide-scale use of proved techniques and tools of learning that are ordinarily restricted in civilian life to the more favored schools.

The G. I. schools are doing a good job in their program of personal evaluation. They study the abilities of students and assign them the work they are best able to do. The testing, classification and guidance of G. I. students is done by expert psychologists and counselors.

In G. I. schools, individual instruction is emphasized whenever possible. Classes in language frequently enroll no more than five students. In addition to the teacher there is often an assistant who is a native of the country using the language studied.

The health of the G. I. student is a matter of daily concern. Physicians, psychiatrists, nurses, hospitals are available if he needs them. Students of special aptitudes are transferred to schools better suited to their development.

In no field have the service schools made greater strides than in the use of audio-visual aids to learning. They employ millions of dollars worth of motion picture films. Exhibits, museums, slides, models, diagrams and pictures are used in amount and quality available now to very few civilian schools of any kind.

Our G. I. schools are doing the job they set out to do. They have been given the resources with which to do it. They enjoy the services of excellent teachers. They are fully equipped. There is a war to win, and the G. I. school has a recognized part to play.

Our peacetime public schools and teacher training institutions have developed most of the methods that make the G. I. school effective. They have trained much of the personnel with which they are staffed. They have invented and perfected most of the equipment. They are ready to put these resources to work in all our public schools, *when it becomes as important to prepare youth for peace as it is to get them ready for war.* Only the American public, who must provide the money to make this expansion possible, will give the final answer to the question, "Can the Schools Teach the G. I. Way?"

THE STATUS OF THE TEACHER

A HUNDRED thousand teachers have left the classrooms for war jobs since Pearl Harbor. An equal number have joined the military forces. Marriage, old age, and death have continued to take their usual toll of the profession. The turnover has been about 25 percent of the teachers employed in the schools prior to the war. This is too large a turnover to permit the stability which the profession should have.

To replace those who leave the profession, school boards normally look to teacher-training colleges from which are recruited about 50,000 teachers each year. Enrolment in these institutions is now only half of what it was in pre-war years. There is a critical shortage of teachers now, with no prospect of an adequate supply in the near future.

To compensate for the shortage, 80,000 persons of less than standard qualifications have been pressed into service. Still there are vacancies. Teaching positions have been abolished. School classes have been combined until they are too large for effective instruction. Retirement of older teachers has been postponed.

Losses to military service were to be expected, particularly among the younger members of the profession. The supply situation, however, became really acute when large numbers of teachers were drawn to non-teaching employment by wartime wages sufficient to meet wartime living costs.

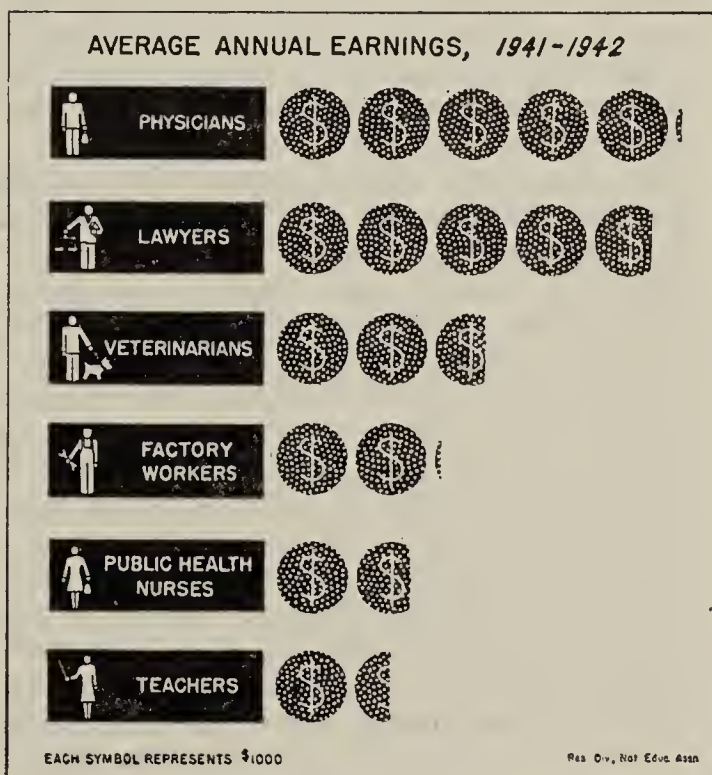
For many years teaching has been a low-salaried employment. When the exodus from the classroom was highest, in 1942-43, nearly 40 percent of the nation's teachers were getting less than \$1200 annually. Fully one-third of the teachers of this country are now working for a salary which is substantially less than the wages the federal government pays the women who scrub the floors and polish the furniture of its offices in the Nation's Capital.

Normally substandard salaries have not been adjusted to the present abnormally high living costs. The cost of living now stands at least 30 percent above the level of January 1940; while teachers' salaries have increased since that date only about 24 percent. In actual purchasing power the salary of the average teacher is less in 1945 than it was in 1940.

It is not difficult to understand why thousands

of teachers have sought to improve their economic status by entering other lines of work. There have been other reasons for leaving the schools. While the social recognition accorded the teacher has improved in recent years, many communities still hedge their teachers about with petty personal restrictions and call upon them for endless trivial services unrelated to their professional training. Entering a new occupation is a welcome relief from such restrictions.

This situation has not only retarded advancement of teaching toward real professional status, it is seriously undermining the quality of educational opportunity at a time when the Nation urgently needs the highest grade of teaching service in schools of all educational levels. The Nation now faces new problems basically educational in character—the education of veterans, the occupational reconversion of civilians, the return to school of older employed youth, the revision of the curriculum in the light of war experiences, the redirection of youth into the professions neglected during the emergency period, and the development of understanding of new international relations. Only the highest quality of professional attainment can perform these important services adequately.



PROFESSIONAL UNITY

THERE are 215 national and sectional educational organizations in the United States. The large number of these organizations attests the desire of American teachers to adapt the varied services of education to the continuously changing needs of a democratic society. Each organization was created to promote a certain field of education or to improve the specialized skills of the teachers who serve in those fields. Many of these organizations are doing outstanding work.

However, coordination of all the fields and services of education cannot be achieved through a multitude of unrelated groups. The problems of education cannot be effectively presented to the American people by an inharmonious clamor of voices. The need for wide professional unity in education is as urgent as it is in medicine, law, or engineering. If a single association speaks, it commands attention and respect. The responsibility of education in our current tumultuous society is too great for its leadership to run the risk of being sidetracked by the lack of cooperation.

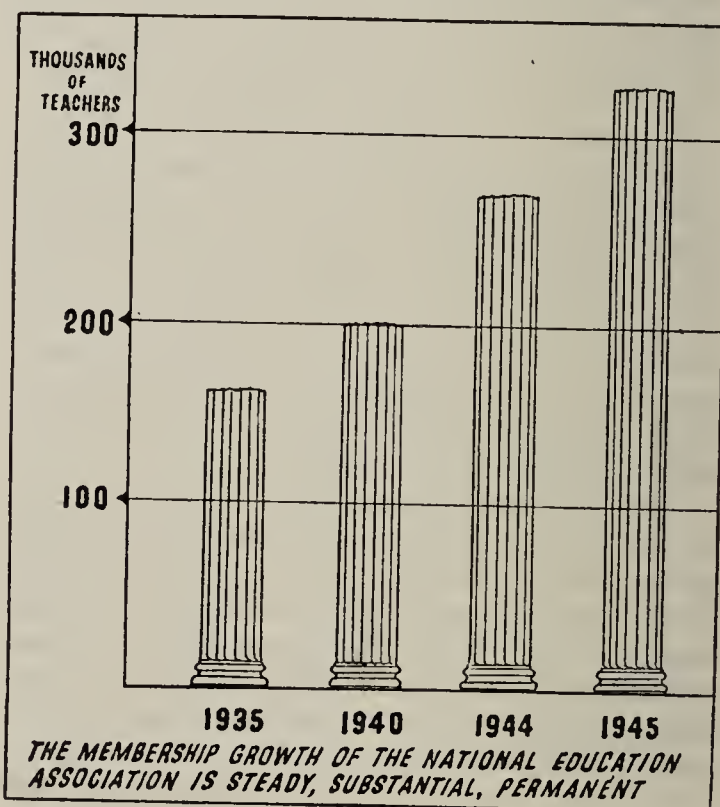
It is gratifying, therefore, that the National Education Association, during the school year 1944-45 attained a record increase in membership. The organization now enrolls 331,605 teachers. Membership in state and territorial associations affiliated with the National Education Association on May 13, 1945 had reached 733,409. Thus, a substantial percentage of the 882,125 teachers employed in the American schools are working together on the problems of the profession.

The character of teacher organization is no less important than unified effort. A truly professional organization must be free to act on all professional matters with initiative and vigor. Although cooperating closely with all other organizations and institutions which have concern for the betterment of American life through education, a professional organization should retain its independence. Teachers as individuals should enjoy the right claimed by all other loyal and upright citizens to belong to such organizations as they wish. Their right to the American freedoms of thought and speech should be unquestioned. Organic affiliation of teacher associations with pressure groups, however worthy, which have specialized economic, political, racial, or religious aims, is another matter. It is difficult

to see how such affiliation can be maintained without some influence upon the direction of education. The schools serve all the people. Instruction should be unprejudiced, and undedicated to ideals upon which there is sharp disagreement among American citizens.

A reason often advanced for the affiliation of teacher associations with other groups is to secure their support for education. Experience shows this unnecessary. Organized labor has loyally supported educational budgets and educational programs without asking whether or not the teachers who advocated them were union members. Associations of business men and industrialists have in recent months cooperated closely with educational leaders in hundreds of communities without demanding teacher membership in their organizations.

Farm organizations, professional organizations, church groups, fraternities and clubs—large sections of the American public united in behalf of a wide variety of interests, have time and again joined forces with those who are trying to improve educational opportunity. So that all lay citizens can continue to work with educators in this way, it is important that professional organization keep itself independent and free.



THE SCHOOL AND THE PEOPLE

THE schools belong to the people. The kind and quality of education they offer express the aspiration of parents for the welfare of their children and the hope of citizens for the nation's future. There is no more important American policy than that of keeping control of the schools directly in the hands of local citizens.

The recently increased interest of important groups of the American public in their schools is therefore of great significance. The industry-education conferences initiated by the NEA's Commission for the Defense of Democracy thru Education has brought together from ten to twelve thousand industrialists and educators in communities of 40 states to discuss the problems encountered in adapting education to the needs of the community served, and in extending a high grade of educational opportunity to all American children.

The Commission has inaugurated a new series of meetings already under way, which include farm, labor, business and professional leaders. More than a thousand representatives of these fields in seven states have already assembled with local educators, and within the next few months it is expected that the key leadership from all walks of life in the 48 states will have given educators the benefit of their advice and cooperation in planning the reconversion of the schools from emergency wartime conditions to normal peacetime service.

The study of the United States Chamber of Commerce made during the school year 1944-45 is a noteworthy contribution to public opinion about education. The title of the study, *Education—an Investment in People*, suggests the character of the report. Essentially it is an attempt to appraise the economic value of today's education, pointing to the fact that the income of the American people has been increased through the greater skill in production and the demands of a higher standard of living brought about by education. This objective and historically important study justifies the conclusion that "If the people of the United States want to hold their own in competition with other countries and to raise the level of living of our people, they should promptly attend to further substantial expansion of education and technical training."



The attention given education in the American press during recent months has been greater in amount and more constructive in character than it has been for many years. With the coming of the war, the schools suffered a major crisis in the shortage of personnel. The financial demands of war took precedence over the financial needs of schools. The press has helped to show that American resources in personnel and in money are great enough to fight a war and at the same time educate our youth to make real what victory makes possible.

Advertisers, in the press and on the radio, joined magazine and newspaper editors in interpreting the wartime problems of education and in paying tribute to the wartime services of the teacher. No less than a half million dollars have been spent by advertisers on this campaign. The program has done much to raise the morale of the teaching profession and to bring teachers' salaries more nearly in line with the cost of living.

The emergencies of wartime have brought together educators and lay citizens in a significant effort to improve our schools. The increased responsibilities of education in the peace make continued cooperation a first call upon the time and thought of the American people.

THE SCHOOLBOARD MEMBER

THREE hundred eighty thousand men and women, serving on 113,500 boards of education in their respective communities control the destiny of America's public schools. In a very real sense these schoolboard members are trustees of our democracy, for from the schools they direct will come the adult citizens of tomorrow—the lawmakers, statesmen, craftsmen, industrialists, teachers, authors, and workers of every kind.

Schoolboards are responsible for the educational welfare of 26 million boys and girls. They manage property worth nearly 8 billion dollars. They approve the expenditure of about 2½ billion dollars annually and give employment to more than a million persons. Each board in its own community, and the 380,000 schoolboard members collectively, must accept large responsibility for the scope and character of the school program and for the extent to which school opportunities are, and are not, readily available to all who need them.

Altho few enterprises in America are larger than public education, and none is more vital to American life, the work of schoolboard members is often taken for granted. The public understands so little the importance of their work, and hears so little fanfare with reference to what they do, that not enough attention is paid by the voters to the qualifications of those selected to serve on boards of education. Those to whom this trust is given should be the community's best leaders—men and women who have demonstrated their sound judgment, their ability to work cooperatively, and especially their sincere interest in the welfare of children and youth.

In spite of the progress made in recent years, we have not yet reached the goal of the complete divorcement of schoolboards from political influences. When board members are appointed, the spoils system sometimes affects their selection. When they are elected, sometimes it is as the candidate of a political party. In still other instances the schoolboard member is selected to represent the interests of a particular ward or section of the district or, perhaps, to speak for some social or economic group in the community. All such considerations should disappear. Board members should represent all the citizens, all the community, and especially all the children of school age.

The work of a board of education is not easy. Especially the new board member finds it hard to define his task. If he is conscientious and sincerely interested in the schools, he is quite likely to confuse the work of the board with that of the school administrator at certain points. To learn and observe the distinction between policy-making and administration is at once the most difficult and most important lesson which the new board member can master. A stumbling block to the clear definition of the two functions, legislation and administration, has been the use of standing committees—now happily on the decline. Each year sees some progress toward the ideal of schoolboards which concern themselves with basic policies—boards that employ competent professionally-trained administrators and delegate to them the responsibility for school management. Only as this is done will schools have professional leadership as contrasted with the sincere but often bungling administrative interference of laymen serving on boards of education.

A second problem of the schoolboard member, which for some is extremely difficult, is discovering how to work as a member of a board rather than as an individual; in other words, learning teamwork. The board member worthy of the name learns that school decisions are not made outside of board meetings; that board meetings are held for the purpose of deliberation and group decision; that outside the board meeting the member of the board of education is only a private citizen who cannot properly make any official statement for the board or make any promise or commitment with respect to his own decision in the board meeting.

Other hindrances to effective service on boards of education have been such things as: board membership too large for efficient group action; election or appointment of the entire board, or of a majority of its members at one time—thus undermining continuity of policy; irregular meetings and lack of a regular meeting place; and the payment of a small salary for schoolboard service—just enough to attract *small* people. One of the regrettable trends, appearing in a few of the states during the last few years, has been either an increase in the number of districts which pay their schoolboard members or increases in the amounts allowed in districts where compensation

has been customary. There are a few school systems in which an officer of the board of education actually receives a larger salary than the superintendent of schools!

During the past fifteen years the number of school districts has declined at the rate of about one thousand a year. Small, uneconomical administrative units are being combined into larger school systems with sufficient resources and enough pupils to permit the operation of good schools. This trend is in the right direction, yet in many of the states further consolidation is the greatest single need. Further enlargement of school districts and a corresponding reduction in the number of schoolboards must be achieved in many states before a satisfactory pattern of school administration can ever be established. There is no defensible reason why the number of schoolboard members in a given state should exceed the total number of teachers and administrators, as is now the case in at least eight states.

Great improvement in the ethics and quality of schoolboard performance has been brought about by state associations of schoolboard members, which now exist in half of the states. Through their conferences and publications these organizations are exerting a powerful, constructive leadership on the activities of board members as indi-

viduals and as members of their respective boards. Relations between the board and the professional staff are being clarified. Long-term planning is being encouraged, particularly educational planning for the postwar years. Sound procedures and promising innovations are brought to the attention of schoolboards everywhere. The relations of the schoolboard to the public are being explored. Special attention is being given to the orientation of the new schoolboard member and to the encouragement of continuous study and in-service growth for veteran board members.

In the last analysis, the successes and failures of boards of education will reflect the extent to which a constructive public opinion is brought to bear in selecting board members and in keeping them aware of the people's wishes. The educational development of America's children is too precious to be placed in the hands of just anyone. The amounts of money expended and the potential power of education are forces to be placed in the control of persons with faith and vision. Public education is a public trust and must be so administered. There should be fewer school districts and fewer, but better, board members. The opportunities for service should challenge the best citizens of all political parties, creeds, and economic levels.





Our Children

*Annual Report of the Profession
to the Public*

by

THE EXECUTIVE SECRETARY OF
THE NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

On this and the following pages is reproduced, at two-thirds of the original size, the 1946 annual report of the Executive Secretary to the public. More than twenty thousand copies of this 16-page brochure were published in December 1946, and were distributed to newspaper and magazine columnists, radio commentators, and others interested in interpreting current affairs to the public.

To the Public

The schools are yours. They are staffed by nearly a million teachers whose qualifications are set by regulations of your constituted state authorities. The teachers are selected by authorities who derive their powers from you in a manner prescribed by law. Schoolhouses are built and equipped in response to demands expressed by you at the ballot box. They conform to specifications drawn up by your representatives. It is you who pay for the schools. They are as good as you make them—no better, no worse.

Careful appraisal of the adequacy of the American schools to meet the needs of children and the welfare of the nation is a continuing year by year responsibility of American citizens. It is a responsibility that cannot be lightly regarded at any time. It is a responsibility of the utmost moment in a period of world-shaking revolutions in science and politics. The oncoming generation must create, resist, adapt. It must not falter nor fail.

This is no time, therefore, for criticism of education that springs from petulance, bigotry, or intellectual myopia—for criticism that deals merely with forms and superficialities. It is time for the American people to clarify the purposes of American education and to canvass the basic educational opportunities available to American children.

WILLARD E. GIVENS, *Executive Secretary*

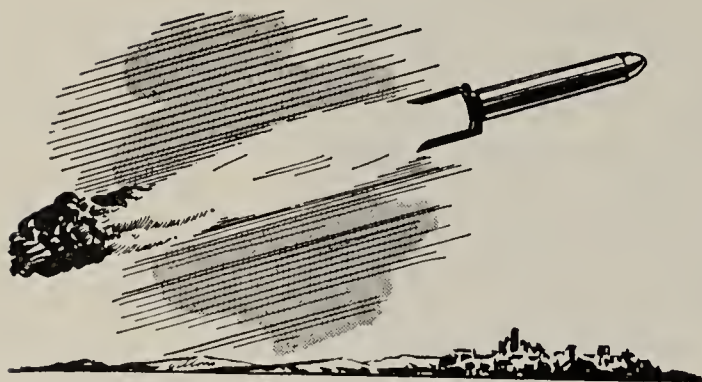
National Education Association of the United States

1201 Sixteenth Street, Northwest

Washington 6, D. C.

1946

THE WORLD WE LIVE IN



A NEW ram jet motor travels at 1500 miles an hour. A greater rate is predicted. A few handfuls of fissionable material wipe out two large cities. Even more devastating weapons are reliably reported. The speed and power of the world we live in are appalling. The most terrifying examples of this speed and power are new. They are not the achievement of a century, nor of a generation, but of a decade or less.

The jet motor and the atom bomb, because of their dramatic character, are known to all who can read or hear. They typify a new and fast-moving age. But the physical sciences have been pushed forward as rapidly on many other fronts.

The same brief span of time has witnessed the development of political and economic ideologies that have even greater significance for the future of mankind. They have already wrecked monetary systems, erased boundaries and dethroned kings.

It is unrealistic for any nation of the globe to assume that it may be protected by a sea-wall of isolationism from the backwash of these profound political and economic changes, or that it is vouchsafed freedom from a rising tide of alien ideals that can utterly destroy its own way of life.

The world we live in is in the grip of scientific and ideological revolutions. Their inventions and innovations differ from each other in that some are a threat and others a promise to civilization. They all have one thing in common, the speed with which they have come about.

No one of these movements will wait. Scientific knowledge is feverishly advanced in laboratories around the world. America can easily lose its leadership in scientific achievement unless it seeks and trains those who can maintain it.

Political faiths hostile to democracy crowd their way into the legislative halls of nations, or fight their way to supremacy thru bloody streets. There is no reason to believe that they will not find beachheads in the United States. The dignity and worth of the individual human being which is the basic tenet of the American way cannot be saved except thru the intelligent home defense of a vigorously American citizenship for which the basis is laid in the American schools.

That defense must be built now. There is no time to quibble over the reasonable cost of education. There was no quibbling over the cost of radar, carriers, or superforts in the late war. To quibble would have been to lose lives and perhaps victory. There is no less at stake in the issues of peace. A people who can pay for a war can pay to keep and improve what they fought for.

American children have an assignment that is not optional. They are introduced to an incredibly complex world, a world of quickly achieved knowledge and skills, of racial and class tensions, of international frictions, of battered traditions, of huge debts, and of inevitable change. They must find their way in the world we live in, and they must have the education which will help them do so. Our provisions for such education have never been and are not now adequate.



THE KIND OF CITIZENS WE NEED



NO REPRESENTATION of the kind of citizens we need is complete without reference to the historical background out of which the United States has emerged as a great nation. The demands of the present upon citizenship arise not only from the social and economic complications consequent to the war. They are deeply rooted in experience that began in Colonial days.

Our forefathers found upon this continent a vast treasure house of natural resources, rich even beyond the wildest dreams of the explorers and soldiers of the romantic period of discovery and conquest. They set about the exploitation of these riches and the transformation of a crude wilderness into a reasonably comfortable existence for millions of people.

The occasional orgies of extravagance and reckless waste which characterized this period of development did not prevent us from becoming the most affluent nation in the world. Across the pages which record our story march ingenious, colorful, and adventurous figures, memories of whom will always be legendary. The political idealism of those who had founded the Republic was tenaciously safeguarded. In spite of the magnification of materialism, there persisted thru those hectic years the estimable human qualities of honesty, loyalty, generosity, and tolerance.

Near the opening of the 20th century, the American economic scene had undergone important change. The last free land of value had been homesteaded. The minerals and forests had reached their maximum yield.

In a commencement address entitled "Coast-

ing," delivered in 1937 to the graduating class of Stanford University, President Ray Lyman Wilbur, formerly Secretary of the Interior, said:

In our own great country, with all its wealth, we take great pride. We have been coasting on the products of the geologic ages in minerals, gas, oil and soil. We are beginning to catch glimpses of a desolate future—man made. . . . We have now harvested a good many of the easy crops or the products of the geologic ages. We have made our first cleanup on our forests whenever we could get at them on a satisfactory financial basis or where they stood in the road of agriculture; many of our shallower oil fields have been exhausted, our mines exploited, and our coal deposits depleted. The easy things have been done—for the most part in a slipshod and destructive manner.

The war just won has been responsible for new and severe drains upon the lavish storehouse of nature. Harold I. Ickes, wartime Secretary of the Interior, warned that complete exhaustion of some of our important resources may be expected within the lifetime of the present generation.

It is quite evident that the economic strength



of our nation, as well as the economic security of its individual citizens from now on, depends more upon knowledge and skill than it does upon natural resources. Whether we maintain our economic status is largely a question of whether we will support the opportunity to acquire that knowledge and skill in an adequate system of education for our children. It is a question we faced long before the war—unanswered. It is a question to which the close of the war brings a new challenge.

Victory has been achieved at a staggering cost of human lives and of natural resources. The war has placed the American people under a heavy burden of debt that is still accumulating. It has disrupted business and industry, deprived millions of a normal home life, revived old prejudices and unleashed new ones. Its effect on morale is evident in a high tide of delinquency, an appalling divorce

rate, and an increase in crimes of violence. War-time dislocations have added fuel to the flame of discontent already felt by those to whom the transition from an agricultural to an industrial age was difficult, and increased the tensions and strains of industrial relationships. Political, economic, and social theories alien to democracy threaten the ideals which survived the rugged era of exploitation. These menacing conditions are fundamental. They strike at the heart of American life. They are not insuperable. They, too, may be overcome by American ingenuity and vision, and by the same kind of united, intelligent, and loyal effort that won the war. The effort demands an informed citizenship, capable of sound decision and vigorous action; a citizenship that is morally sturdy, aware of spiritual values, and convinced that every individual has a responsibility to uphold and a contribution to make.

THE KIND OF CITIZENS WE HAVE

THE American people are properly renowned for their ingenuity and leadership ability. No appraisal of their potential is complete, however, without consideration of their failures as well as their triumphs.

The United States had more high-school and college graduates in 1940 than any other country. From them much American leadership was derived; but in the same year there were more inmates of prisons, mental institutions, and almshouses than there were students in colleges and universities. Perhaps even more significant was the fact that there were twice as many adults who had never gone to school at all as there were students in our institutions of higher learning.

The worldwide reputation of the United States for a broad and effective system of public education received a jolt from the 1940 census which showed that the average citizen of twenty years of age had attended school only nine years. The voice of the people in making decisions of vital importance to the welfare of the nation was the voice of a high-school freshman.

Sufficient education to enable voters to weigh fundamental problems is essential for the survival of popular government. The most penetrating studies of the problems of American government are certainly not made before the end of the first

year in high school. The potential influence on American affairs of the insufficiently educated voter may be seen in the fact that during the decade of 1920-1930 there were nearly three times as many persons of voting age who had not finished the sixth grade as the pluralities of the winning candidates for the presidency during those years.

In 1940, there were ten million citizens who were functionally illiterate. In one state, 36 percent of the adult population had not gone past the fourth grade in school. In twelve states one-fifth of the population was no better educated than that.

The rigid accounting of the Selective Service was a measure of the fitness of American youth for the duties of citizenship in war time. A total of 676,000 were rejected for mental or educational deficiency. Among the registrants in the draft were 350,000 who signed their names with a mark. As many men were lost to the U. S. military services in World War II on account of physical unfitness as our country had under arms in all theaters of World War I. These physical and educational inadequacies were as much of a handicap to war production as they were to military efficiency. They are as great a liability in peace as in war.

There has been a sharp increase in juvenile

PERCENTAGE OF ADULTS OVER 25 YEARS OLD WHO HAD NOT COMPLETED MORE THAN FOUR YEARS OF SCHOOL

1940 Census

States	Percentage	States	Percentage
Louisiana	35.7	Michigan	10.2
South Carolina	34.7	Massachusetts	10.1
Mississippi	30.2	Illinois	9.6
Georgia	30.1	Wisconsin	9.4
Alabama	28.9	Colorado	9.0
New Mexico	27.3	Nevada	8.8
North Carolina	26.2	Ohio	8.4
Virginia	23.2	District of Columbia	8.2
Arkansas	23.1	New Hampshire	8.1
Tennessee	21.7	California	8.1
Kentucky	20.2	Indiana	7.7
Arizona	19.4	Minnesota	7.5
Texas	18.8	Maine	7.4
Florida	18.5	Montana	7.4
West Virginia ..	16.5	South Dakota	7.2
Maryland	15.3	Wyoming	7.1
Rhode Island ..	13.7	Vermont	6.1
Oklahoma	13.5	Kansas	6.1
Delaware	12.9	Nebraska	6.0
Pennsylvania	12.3	Washington	5.9
New York	12.1	Utah	5.5
New Jersey	12.0	Idaho	5.2
Connecticut	11.2	Oregon	5.2
North Dakota ..	10.8	Iowa	4.1
Missouri ..	10.3	National Percentage	13.57

delinquency in recent years. Part of it is due to wartime abnormalities of living. Much of it is due to wartime drains upon the social agencies and institutions created to prevent it. These include the schools, the courts, police, the church, the home. By no means all of the present wave of delinquency can be explained away by the war. A great deal of it merely reflects a longtime widespread indifference to the needs of youth.

The financial tribute exacted by crime in gen-

eral is great. Less than two percent of the population may be classed as criminal. The financial losses caused by this small percent of the population and the money spent on its rehabilitation and segregation amount to at least five times the sum spent annually for public education in the interest of all the children. Support for social agencies and an increase in school budgets for individual guidance and instruction are good business investments as well as sound social protection.

URGENT NEEDS OF THE EDUCATIONAL PROGRAM

THE whole program of American education demands reappraisal in the light of the needs of American citizens and of community and national welfare. Some phases of the program undoubtedly need thoroughgoing revision. All need to be strengthened and improved. The proposals set forth below are not all-inclusive. They deal only with some of the more urgent, fundamental needs.

Eradication of Illiteracy—There is no excuse in this country for illiteracy of those who are

mentally competent. The U. S. Army created schools to teach thousands of adult male citizens to read and write in order that they might be able to perform some duties in war. The facilities of our civilian public schools should be made available on a nationwide basis for the elimination of illiteracy which handicaps millions of citizens in the performance of their citizenship duties in peace. This step should be taken as soon as the schools can be financed and staffed for the purpose.

Adult Education—The handicap of ignorance limits the full life to which every free man is entitled. It is a limiting factor in economic production and sharply curtails the prosperity that depends upon a wide demand for consumer goods.

A broad program of adult education in America is immediately imperative, not merely to help individuals to make amends for their failure to acquire an education in youth, but to enable even well-educated citizens to make the most of the present. Continuous opportunity for education thruout life is essential in any dynamic nation.

For some citizens, continuous education may be self-directed. Others must have a formal program of part-time classes offered under the direction of specially trained teachers.

The Years Before Six—Expenditure of public-school funds should be authorized for children under six years of age. These educational services should be an integral part of the educational system. The years before six are crucial in the growth and development of children. Children under six can profit by organized educational services. The home and other institutions of society will be strengthened when these services are provided. Such services should be available everywhere on an optional basis. America must not lag in its protection and development of the young child.

School Attendance—Five million youth of school age are not in school. Compulsory school attendance laws should be universal and effective. Child labor laws should be revised where necessary, and rigidly enforced.

After Pearl Harbor, thousands of high-school students left their classes before graduation, attracted by the high wages of war industries and offices. Some of them rendered a real service toward the winning of the war. It is as important to the national welfare that their educational opportunities be restored as it is that the interrupted school careers of ex-service men and women be resumed. Part-time schools and evening classes should be available to them.

Nine years of schooling are not enough to prepare the average citizen for the complicated duties he faces. No less than a complete high-school education for every mentally competent child is sufficient. This goal should be adopted in every community.

Equality of Educational Opportunity—Our children are citizens. They have equal opportunity for justice in the courts. They are entitled to equality of opportunity in the classroom. Millions are denied it. The disparity in the quality of education in different parts of the United States is almost unbelievable in a land where "men are born free and equal." Some communities spend annually sixty times as much to operate a single classroom as other communities do. This injustice has existed since an industrial economy began to concentrate wealth in some states and communities at the expense of others. There is no remedy for it but taxation of wealth wherever it is for the education of children wherever they live. Only the national government can do that. Federal participation in the financial support of schools is basic to an educational program that can meet the needs of all our children.

Vocational Training—Every child should have an opportunity to acquire in his school career at least some of the fundamental skills of a vocation. To more than half of American youth this opportunity is lacking or wholly inadequate.

Health and Physical Education—Two wars in the same generation have shown physical weaknesses so serious as to constitute a real danger to the national welfare. Many of these weaknesses are chargeable to inadequate school opportunities for the protection and development of mental and





physical health. Adequate health programs are non-existent in a very large proportion of rural schools. They are available only to about 12 percent of the students in all schools. Sound health is an important national asset in peace as well as in war. Every child periodically from the earliest years should be given physical examinations followed by the remedial or corrective measures indicated. The health program should include outdoor sports and recreation that may well be extended thru the summer months now usually devoted to vacation. The total health and physical fitness program should be a cooperative project of school and home and medical service outside the school.

Citizenship—Preparation for good citizenship is an important objective of public education. Every student should know and understand the history of our country, and the basic principles which underlie the duties as well as the rights and liberties of its citizens. School studies in citizenship should include at appropriate age levels full consideration of current problems of American government. Opportunities should be afforded to practice various duties of citizenship in local and gradually expanding situations.

Human Relations—New emphasis should be placed upon sympathetic understanding and appreciation of races and religions. Relations of our own government with other nations, the history and development of the United Nations organization, and the role of education in the maintenance of world peace should have a definite place in the school curriculum and should not be incidental nor accidental studies.

Worthy Home Membership—Preparation for home membership should include all the relationships of the home as well as the arts of the kitchen, the sewing room, and the nursery.

Leisure—No field of life offers greater opportunity for initiative and individual expression than that period which is unregimented by the tasks of an age increasingly dominated by the machine and the commitments to which the individual is bound in his occupational relationships with his fellows. The shortening of the working week and working day demand education in the constructive use of free time.

Spiritual Values—Increasing occupation with vocational skills, with understanding of the economic and political ideologies of the world now in ferment should never exclude teaching the spiritual and ethical values of life. Appreciation of these values should be an important part of every educational program.

Science and Technical Knowledge—The war has given great impetus to knowledge and skills long in the making. Already many thousands of American youth have been introduced to them. A vast new field for achievement is ahead of us if we choose to enter. It lies in the laboratories and research stations and experimental fields. Training for service in these institutions must be expanded in our schools and colleges. Equipment and personnel and financial support for this enterprise are too meager. Opportunity to discover and develop the talent required is nonexistent in whole areas of American education. The greatest American scientist in 1985 is today playing with a magnet, thumbing the screw on a compound microscope, or learning the binomial theorem. A teacher of skill and vision will discover him, lead him thru his first faltering steps, and start him on his way to achievement and renown. There are millions of American children who never see the elemental tools nor have the understanding teacher to unlock their talents for service to human welfare. These youth are our inexcusable losses. To find and develop them, to create the skills and knowledge upon which we must depend for our national strength in the age of science and the machine is a task for new and improved schools. We must provide them now.

For this advancement in education we have the pattern and the lesson of experience. Preparation for the war on all fronts is the best example history affords of the effectiveness of education when it is undertaken purposefully with adequate

financial support. About 40 percent of all service personnel required specialized training. Every educational facility in the nation that could be of use was employed. Military posts became schools. High schools instituted preinduction courses. Hundreds of thousands of men and women in uniform were enrolled in colleges and universities. The laboratories and shops of higher institutions were turned over to research and training in war projects. The public schools trained 10,000,000

persons in the skills of the war industries. Thousands of educators from every field of education were drawn into the services to staff special training courses. There is no reason why the entire educational facilities of the nation should not be as purposefully and energetically employed and as well financed to meet the demands of peace. There is every reason why they should be if we are to maintain the preeminence in peace we gained in war.

THE KIND OF TEACHERS WE NEED

TEACHING has long been called a profession. It is time to make it a profession in fact.

No profession requires greater native talent than teaching children. No calling demands more understanding and patience or a greater store of information. No practitioner needs more highly specialized knowledge, more technical precision and artistic skill than does the teacher. Those who teach should represent the nation's best talent, because the qualities of the teacher are inevitably translated into the national life.

Certification regulations in the various states prescribe the formal legal requirements for licensed teaching in the public schools. Only fifteen states, the District of Columbia, and Hawaii require at least graduation from a four-year college as a minimum education for teaching. Thirty-three states have lower standards. Some states issue standard teaching certificates to high-school graduates who have taken a few courses in summer school.

A minimum requirement for legal certification to teach children should be full college graduation representing a thoro general education and completion of a well-organized program of specialized professional courses related directly to the important job of teaching. It is not too soon to look forward to a program of teacher education that requires two years of graduate professional study following a four-year college course in the sciences and the liberal arts. Supervised teaching experience or internship should be a part of the preparation of every teacher. Thru clinics, workshops, experimentation, travel, continuous inservice education, the teacher should gradually reach the high, professional level of service America needs.

There are many teachers in the United States who meet these standards, but they constitute only a minority of the total number employed. America's best-prepared teachers now tend to concentrate in the cities, where a larger measure of personal and professional freedom as well as better salaries and tenure attract them.

More than half of the children aged 5 to 17 years in the United States live in rural areas. Of that number about 9,000,000 live in the open country. Among the schools for rural children are some of the best in America, but a disproportionate number of the poorest. The most urgent present need is qualified teachers for these children.

Even when there was no scarcity of teachers about 60 percent of all teachers in rural elemen-



tary schools staffed by one or two teachers had less than two years of education beyond high school. In three-teacher schools, only 30 percent had less than two years of college education. In cities over 100,000 population only 10 percent of the elementary teachers had so little training. The larger the school, on the average, the better educated its teachers. The situation in rural schools was none too favorable, in prewar days. Since the beginning of the war it has become steadily worse.

Rural education has its distinctive problems because the rural environment is largely agricultural. Education should begin with the experiences of children and be based upon the environment in which they live. Rural teachers need to know, appreciate, and love the rural way of life. They should have the general and professional education needed by all teachers. They should have special education in rural sociology and economics,

in nature study and agriculture. They should know how to organize and manage rural schools. Their preparation should include observation and apprentice teaching in rural schools under competent supervision.

Opportunity for inservice education and development is now largely denied rural teachers. They often lack the expert supervision, the libraries, and access to institutions of higher learning available to teachers in the city.

Requirements for a high standard of certification, and adequate inservice training for both rural and city schools are very low in most states. Even those requirements are difficult to maintain because too many Americans are complacent about the quality of teaching in the schools. A determined public demand for good teaching is the only means of establishing adequate minimum standards of teacher selection, preparation, and certification.

THE VANISHING TEACHER

TEACHERS leaving the profession since 1939 have formed one of the greatest vocational migrations in our Nation's history.

The exodus has taken place in every state and territory, from every type of school, and from every field of teaching. In relation to their numbers more men than women have left the classrooms. Proportionately the loss to the profession has been greater in rural than in city schools, in elementary than in high schools or colleges, and in scientific or technical courses than in other studies.

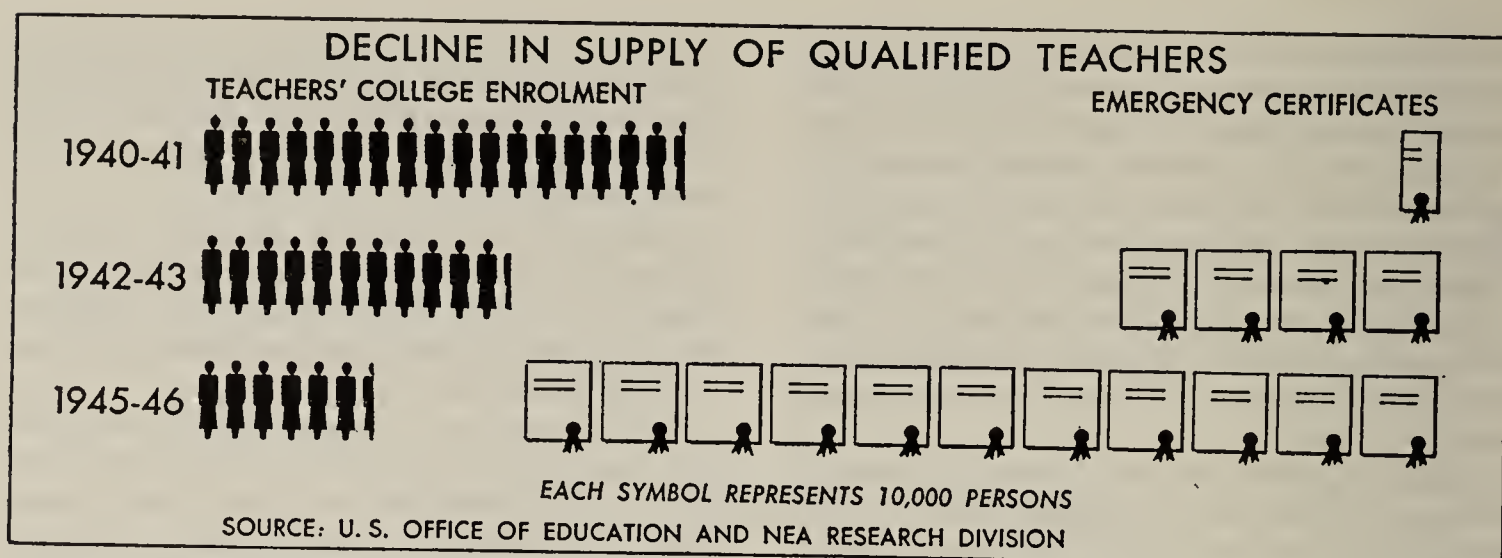
The classrooms of the nation are normally staffed by about 900,000 teachers. A careful estimate places the number of experienced and trained teachers who have quit teaching entirely since 1939 at 350,000. Turnover in the teaching profession has been devastating since 1940. Many thousands of teaching positions were kept open only by the employment of three or four different persons in succession during a single year. Such instability of personnel would wreck a business or an industry. It has weakened school systems and impaired the educational opportunities of millions of children.

The number of teaching positions has been reduced, and an increasing amount of work has

been divided among fewer teachers. Of the positions left vacant, approximately 60,000 have not been filled at all. Among those employed to fill positions, there were in January 1946, 109,000 emergency licensees who lacked the qualifications for standard teaching certificates in their respective states. One full school year has passed since V-J day. The number of emergency teachers has increased in that time by 29,000. The end of the war has brought no relief; the situation has become steadily more critical.

Qualitatively also the loss has been very serious. It is estimated that the average public-school teacher in 1945-46 has attended college one year less than the average teacher of 1939-40.

The annual replacement rate for American teachers, before 1939, was close to one for every ten in service. This is in great contrast to the stability of the profession in Great Britain where in prewar days there was an annual replacement rate of one for every thirty-three teachers in service. Before the war there were 200,000 teachers in that country. It was necessary to replace only 6000 of them annually. It was possible to select teachers with great care, and to prepare them effectively for a high quality of service.



Not only have teachers left the profession at an alarming rate, but the number of college students choosing teaching as a career has declined sharply. Colleges and universities surveyed by a committee of the North Central Association of Colleges and Secondary Schools in its area report that only 3757 students completed preparation for elementary teaching in 1946, compared to 10,182 in 1941; that only 4954 completed preparation for high-school teaching, compared to 9327 in 1941. Such conditions prevail thruout the Nation.

The loss of men teachers has been particularly severe. The number of men preparing for teaching has declined sharply. In October 1941, the United States Office of Education reports there

were 39,000 men enrolled as students in 179 teachers colleges. In October 1945, during the first school year after V-J day, only 13,000 men were enrolled in approximately the same number of institutions preparing teachers. Of the 728,000 veterans enrolled in higher institutions under the G.I. Bill of Rights, less than 18,000 of them are preparing to teach school.

In 1920, twenty-two percent of all college students in the United States were attending teachers colleges; in 1945-46 only seven percent.

The carefully selected, highly educated, professional teacher is vanishing from the American scene at a time when our country must develop the talents of all its children.

THE ECONOMIC STATUS OF THE TEACHER

NO OCCUPATION can attain professional status until those who engage in the occupation follow it as a career. The reason for the present flight from the classroom is primarily economic. Teachers are not well enough paid. They never have been. The early American teacher depended for a large measure of his wages upon "boarding around" at the homes of his pupils. The salaries paid to women teachers were a pittance because there was practically no other occupation in which they could respectably engage. The influence of these traditions was felt as late as 1870, when the average salary of teachers in the United States was only \$189 a year. They were still a factor in 1917, when the average annual salary was \$600.

The first World War, with its demand for education and skill in vital non-educational services, brought the first real competition to the profession. Women were accepted in many new occupations and found permanent and more remunerative employment outside the schools. Men found it easier to maintain a normal standard of living for their families in industry or business. Thousands of teachers never returned to their prewar occupation in education. There was a critical shortage of teachers, met in the only way it could be met—by higher salaries. The average salary of teachers doubled from 1917 to 1923.

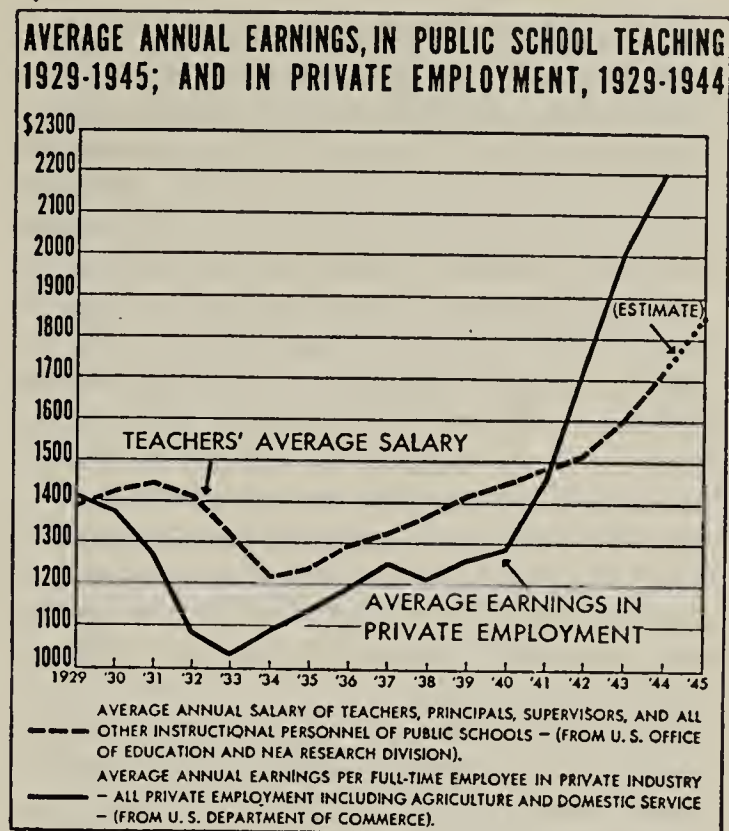
World War II, more highly technical and scientific in its character and of longer duration, has made much severer demands upon education. The

emergency is many times greater. It can be relieved only by a new concept of a teacher's worth in terms of pay. Unless that is recognized soon, the education of a generation of our children will be curtailed.

A new policy of teachers' salaries must be established with consideration for relative pay in other occupations. Public-school teachers make up about 1½ percent of the working force of the nation. Teachers who have been professionally prepared for their work have invested far more time and money in their preparation than the average American worker has invested in getting ready for his occupation. The educational level of the average worker is the first year of high school. The average American public-school teacher in 1940 had completed more than three years of college. Such preparation justifies salaries far above the general average for all workers. But in 1929, the first year for which comparisons are of record, the average annual salary of the instructional personnel of the schools was \$16 less than that of employees in all forms of private business. By 1944, the average annual pay was \$464 less than that of the average worker in private employment. Salaries of teachers have been losing ground in comparison with salaries in other occupations. With such competition there is little hope of recruiting enough qualified teachers to staff the schools adequately.

The teacher's dollar, as well as the dollar earned by every other worker, has shrunk in value. The "bonuses" and "adjustments" and salary schedule increases given teachers in many school systems during the war period have never provided the average teacher with an income equivalent to his salary in 1940-41. As of July 1946, a salary of \$2100 was needed *merely to match in value* the 1940-41 average of \$1470.

An *average* salary obscures a wide range of differences. This is particularly true of teachers salaries. The salary of the hypothetical *average* teacher, including classroom teachers, principals, and supervisors, has increased nearly a third since the United States entered World War II. It was estimated at about \$2000 in 1945-46, and probably will reach \$2100 in 1946-47 if the present trends continue. These trends, evident in many communities, demonstrate that teachers salaries *can* be raised if those who are responsible for the financ-



ing of education wish to raise them. Many state legislatures in 1945 and in 1946 enacted minimum salary laws that advanced the whole salary level in their respective states, and have allocated more state funds for the support of local schools. Schoolboards have provided temporary "bonuses." Some of these increases are now included in new basic salary schedules. Scattered school units here and there have established salary schedules at rates that begin to approach professional levels. Beginning salaries of \$2400 or more are no longer unknown. Maximum salaries that exceed \$4500 are in effect in some cities. There is no doubt that the present crisis in education *can* be met. It can be met by some communities; it can be met by all of them if the community, the state, and the federal government each assumes its share of responsibility for participation in the financial support of schools.

However, the fact that many communities have evidenced their willingness and ability to meet this obligation, at least in part, does not diminish the financial hardship which current conditions impose upon that one-half of the nation's teachers who receive less than the average salary. In 1943-44 the national average was \$1728. But in four states the statewide average salary for teachers

was less than \$1000. More than 40,000 teachers were paid less than \$600 for their year's work.

Teachers in rural schools are especially handicapped financially. They are paid on the average about half as much as teachers in cities. There are still some rural teachers whose annual income from their teaching positions is \$300 or less.

An extensive readjustment in teachers' salaries must be made not only with consideration for the salaries paid the American worker in general, but with due regard for the incomes of other professional workers. Reports on incomes in professions other than teaching are made only at intervals. The most recent statistics were compiled in 1941, when the average salary of public-school teachers was \$1470. Comparisons for that year have the validity of freedom from the abnormal influence of wartime.

In 1941 the average net income of lawyers in independent practice was \$4794; the average for lawyers employed on a salary basis was \$4683. The average physician who was an independent

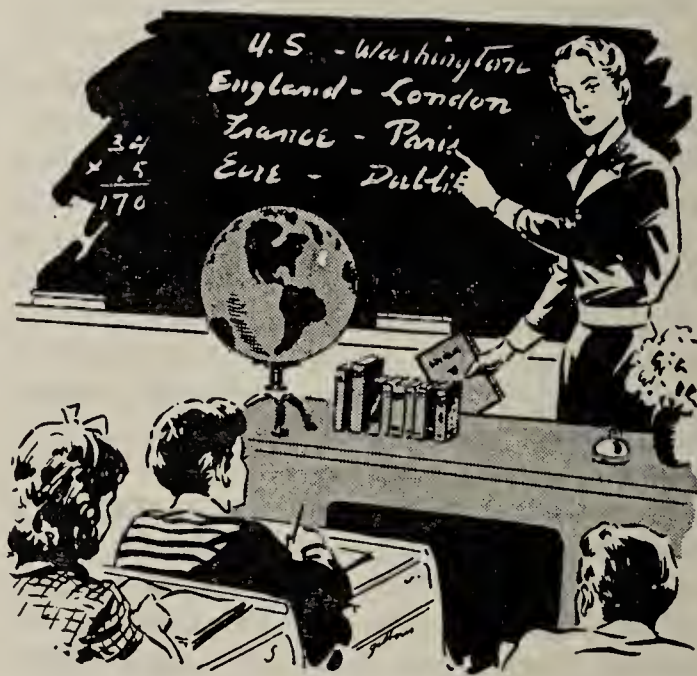
practitioner received a net income of \$5047; the average salaried physician, \$5495. These incomes presumably have increased during the war years, at least in proportion to incomes in general. It is reported that the current average salary of the professional worker in the employ of the federal government is \$4150.

If the schools are to receive their due proportion of the intellectual talents of the nation, salary schedules must be comparable to those which attract talent into other professions. Such schedules must begin with a minimum salary of at least \$2400 for the adequately prepared teacher entering upon her career. They must include salaries up to \$5000 or more for the teacher of exceptional ability and long experience. There is no other way to guarantee the high quality and stability of service which good schools require. The same kind of skill which American citizens find in their courts, in their surgeons' offices, in their hospitals, they are entitled to find in the schools for the education of their children.

THE SOCIAL STATUS OF THE TEACHER

THE relationships of teacher and pupil should be characterized by the same mutual respect that exists between the best parents and their children. The position of the teacher in the community should be that of any other honest, upright citizen. These associations are frequently marred by the sometimes petty and meaningless restraints and obligations forced upon the teacher by official regulations or by social pressure. Teaching is a generally respected profession, but the persistent survival of many old stereotypes that reflect in no measure what society in general ever thought of the teacher or wished her to be, still too often sets the teacher apart in a class different from the rest of mankind.

Among the official regulations that are most serious is the ban on marriage of women teachers. As late as 1941, married women were debarred from appointment to regular teaching positions in 58 percent of the city school systems. They were appointed only under special circumstances in another 29 percent of the cities. There is a growing opinion that marriage and parenthood



increase the competence of a teacher. The discrimination against the married woman as a teacher is unjust to the individual and is an unwise policy in the selection of teacher personnel.

Other regulations or restraints imposed by community opinion have to do with dress and appearance, participation in community activities, the location of living quarters within the boundaries of the school district, the patronizing of local merchants, and with church affiliation. Idle gossip in some small communities makes it impossible for teachers to do effective work.

The nature of the teacher's work keeps her continually interested and engaged in community activities. Sometimes demands made upon the teacher in carrying forward such activities are unjust and unreasonable. Most teachers are conscious of their civic duties, and they are often called upon to participate to a point that impairs the principal service they perform for the community.

Not all of the oppressive restrictions that reduce the effectiveness of teaching come from outside the profession. There was at one time an administrative tradition that assumed subservience of teachers to principals and superintendents. This concept of the relationship of the teacher to the supervisor is no longer held sound, but the scars remain as the basis of prejudices and attitudes that sometimes handicap good teaching.

They can be removed by the increasing democratization of school administration, by the concept of the supervisor as a person who does not dominate but contributes to the success of the teacher's work. The change of public opinion regarding the status of the teacher as an individual must come about thru the joint efforts of the teachers and school and community leaders themselves.

Teachers are people as well as members of a profession. They are citizens, husbands, wives, parents, taxpayers, church and club members. Like other citizens, they range in social status from obscurity to civic prominence. They belong to many types. New pictures of the teacher are forming in the public mind. There is the attractive, quickly sympathetic, alert young teacher who is always surrounded by a group of pupils who are coming back for the special response and help that the teacher is sure to give. There is the older teacher, rich in understanding and skill, to whom pupils and parents alike constantly go for counsel and information. There is the scholar-citizen who combines the best of general education and pedagogical skill with whole-hearted devotion to the building of a better society—in local community, state, nation, and the world. There will be more and more teachers for our children of these truly professional types as the public provides conditions under which greatness of spirit and service can develop.

THE PROFESSIONAL SECURITY OF THE TEACHER

UNCERTAINTY and concern for the future are recognized enemies of good workmanship wherever found. When the threat of unjust dismissal or destitution upon retirement shadows the teacher's career, it is impossible for him to command the mental alertness, the consistent poise, the sympathetic interest in the problems of children which every good teacher must have. The nation should give to all its teachers the measure of professional security which permits effective service.

Tenure—Fewer than half of the nation's teachers have the protection of a tenure law which assures their continuance in service as long as their work is efficient. About a fourth are em-

ployed under "continuing contracts," which imply continued employment as long as their work is satisfactory. Actually, however, these contracts can be cancelled at the end of any year without any statement of causes or any hearings. The remainder of the nation's teachers, about a quarter of a million of them, have no legal protection in employment other than a contract which expires at the end of each school year.

The most important reason for security of tenure is not the protection of teachers from unfair treatment resulting from selfish interests, prejudices, or political expediency—commendable as that would be. Teacher tenure makes possible better schools for our children. Teachers who are



secure in their employment grow in the practice of their profession and enter actively into the affairs of the community in which they live. Good tenure laws attract and keep in the profession those whose abilities and personal traits best qualify them for teaching. These laws protect against incompetency by providing for a period of probationary employment during which a teacher may be dismissed if she is incapable. We must protect our teachers from the domination of those who seek to control them for political or selfish purposes. Every child has a right to the best possible instruction from a teacher unharried by constant pressure and fear.

Retirement—Adequate provision for aged and disabled public employees is now recognized as a public responsibility. In the case of retirement provisions for teachers, however, the aid given to the individual is less significant from a social

point of view than the effect of that aid on the quality of public-school programs. Only when provision is made for the dignified retirement of those whose teaching service is impaired by age or disability can children have the advantage of instruction by more vigorous and efficient teachers.

All the states, the District of Columbia, Hawaii, and Alaska, now have some form of retirement plan for teachers. In spite of this, *adequate* retirement provision for all teachers still is far from a reality. Several retirement systems limit annuity payments to \$600 or even less. Many have not yet been so firmly established that full payment of all scheduled annuities is definitely assured. Some are actuarially unsound, some rely too heavily on legislative appropriations that are subject to fluctuation; some are merely old age pension plans instead of retirement annuities bought by the joint contributions of the teacher and the school system. Retirement benefits for teachers who do not have them, and improvements in existing retirement systems are important unfinished tasks. State and local provisions for teacher retirement are indispensable for the maintenance of strong teaching staffs.

Other Forms of Professional Security—Many employment policies and personnel services for teachers other than tenure and retirement contribute materially to their professional security. Reasonable provisions for sick leave, sound practices with respect to assignment and transfer, credit unions, and academic freedom are among the important security measures which lead to better morale and better schools. Each provision of this type adds to the attractiveness and dignity of the profession and is an incentive for those who enter teaching to devote their best efforts to the education of our children.

OUR NATION CAN AFFORD GOOD SCHOOLS

THE welfare of our children and the internal security of our nation, to both of which education is fundamental, are matters of great importance to us. We should be willing to pay for them.

Our national income is evidence of our ability to pay for education. In 1929 the national income

was 83 billion dollars. We spent 2.7 percent of that sum to maintain the public schools. When, in the depression year of 1932, the national income dropped to 40 billion dollars, school expenditures were a little more than 5 percent of the total national earnings. When the war year of 1943 brought a national income of 149 billion

dollars, the proportion used for school support was 1.5 percent. We have never had a national policy governing our outlay for education. It is time we had one.

Estimates of the national income of the United States for the postwar years range from 120 billion dollars upward. It is unlikely that a minimum defensible educational program for our children can be supported at any less than 5 percent of the postwar national earnings. This percent of the national income would be no higher than that made available to schools in the depression year of 1932. It would provide a better system of education than this country has ever known. It would entail a much smaller sacrifice on the part of the taxpayer than was involved in providing 5 percent of the national income of 40 billion dollars for the starved schools of 1932.

The nation's ability to pay is reflected in consumer expenditures. From 1939 to 1944, consumer expenditures increased 58.1 percent—from 62 billion dollars to 96 billion dollars. Altho higher prices accounted for approximately one-half of this increase, the remaining 50 percent represented an actual increase in income available for disposal at the discretion of the people of the United States. We can afford to spend a larger amount for education if we want to do so.

During the war years, expenditures for both necessities and luxuries increased rapidly. Expenditures for food rose more than 74 percent between 1939 and 1943, for clothing 78 percent, for services in barber and beauty shops and for toilet articles and preparations more than 80 percent. During approximately the same period, the amount spent for tobacco increased by one-third, and the expenditure for alcoholic beverages increased by more than one-half. While the expenditures for these items were steadily rising, the percent of income spent for the public schools declined. We have had an increased amount of money to spend during the war period, but we have not spent it for the education of our children. The proportion of the national income expended for schools in 1943 was smaller than for any year since 1929. Actual expenditures for public elementary and high schools in 1942-43 were 2.31 billion dollars, less than half the amount spent

for alcoholic beverages in 1943. For the first time in the history of the country, the percent of educational expenditures declined during a war period—a period when other expenditures were climbing. This astonishing fact should not longer be overlooked, nor the correction of this unfortunate condition longer delayed.

While consumer expenditures maintain life and add to its satisfactions, such expenditures do not lay the basis for added future income. Expenditures for education are investments which increase the earning power of individuals and the total national income.

The United States Chamber of Commerce has recently made a study of the relation of education to individual earning power. The study shows that one-half of those whose incomes are \$5000 and over have attended college. Only 11 percent of those who annually earn that much left school before the ninth grade. Consistently, in all the states and in the various occupations, those whose education had been limited to grade school predominated in the *lower* income brackets; they decrease in proportion as the *higher* income brackets are reached.

There is not only a direct relationship between the education of an individual and his economic status, but there is also a marked relationship between the expenditures for education and the economic prosperity of a given community or state, as the study of the U. S. Chamber of Commerce shows. For illustration, the average annual school expenditure per pupil in Nevada in 1910, 1920, 1930, was \$102; in Mississippi \$21. Average retail sales per capita for those years were \$564 in Nevada; in Mississippi \$129. Magazine circulation per 1000 population in Nevada was 509; in Mississippi 104. Telephones per 1000 population in Nevada were 175; in Mississippi 36. The same relationship exists generally between the educational expenditures and the average years of schooling of the citizens of a state and any indices of economic prosperity which may be applied. Thirty-one of the states hold the same relative position among the other states in the amount of retail sales per capita which they hold in relative educational levels of their population. Schooling pays. We can afford to educate our children.

FINANCIAL REPORT

REPORT OF BOARD OF TRUSTEES

For the Year Ending May 31, 1945

Herewith is report of the Board of Trustees on the permanent funds and properties of the Association. Complete details of financial operations are included in the Report of Auditors.

A comparison of the assets of the Permanent Fund of the Association and its departments as of May 31, 1944 and May 31, 1945, is as follows:

	May 31, 1944	May 31, 1945
Cash	\$ 1,322.69	\$ 5,337.30
Securities	176,538.82	240,538.82
Life Membership Notes—Less Reserve.....	63,348.67	63,827.06
Real Estate—Less Reserve.....	570,372.44	506,372.44
Parker Teacher Welfare Fund.....	10,799.44	12,560.46
Department of Elementary School Principals Fund.....	17,424.76	19,029.26
American Association of School Administra- tors Educational Research Fund.....	31,919.55	32,204.55
Department of Supervision and Curriculum Development Fund.....	2,378.00	2,378.00
American Association for Health, Physical Education and Recreation Fund.....	10,000.00	10,000.00
National Association of Deans of Women.....	1,988.69	1,988.69
Net Assets of Permanent Funds.....	\$886,093.06	\$ 894,236.58
Reserve for Anticipated Loss on Life Mem- bership Notes	25,801.98	25,801.98
Reserve for Building Depreciation.....	63,108.06	127,108.06
Gross Assets of Permanent Funds.....	\$975,003.10	\$1,047,146.62

From the above it will be noted that the increase in the net assets during the year is in the amount of \$8,143.52 and that the gross assets have made the substantial increase of \$72,143.52. This is a very favorable showing as the reserves set up are liberal. The Association is in reality a "million dollar corporation."

The Reserve for Building Depreciation is in the form of an actual investment in securities having book value of \$127,108.06 and par value in excess of this amount. Of these securities the amount of \$106,800.00 is in Series G United States War Savings Bonds. During several years when the real estate was subject to a mortgage loan, it seemed wise to clear that loan as rapidly as possible and to reduce the amount of interest payments thereon. All cash received from life memberships was used toward reduction of the mortgage loan. Following the clearance of the mortgage on January 30, 1942, the Board of Trustees authorized all payments from life memberships thereafter received for credit to the Permanent Fund, to be invested in securities which would be added to the Building Depreciation Account. It was provided that the depreciation should be at the rate of 2 percent of the cost of the buildings for each year of Association ownership. For the original Administration building, purchased in 1920, the cost was set at \$50,000; for the addition thereto, built in 1930, \$325,000; for the garage building, purchased in 1937, \$20,000. The amount of annual depreciation, under this plan, is \$7900 and total depreciation to date would be \$126,700.

Having fully met the obligation under the reserve formula adopted, the smaller amount necessary to be applied in future years will allow a greater increase in the net assets.

The Department of Elementary School Principals is successfully continuing its program of building up its Permanent Fund thru regular purchase of War Savings Bonds.

The total amount of War Savings Bonds in all permanent funds is \$167,850. It may also be in order to commend the members of the staff for their purchases of war bonds thru the salary-savings plan in a maturity value of more than \$88,000.

The securities of the Association and its departments are on deposit in the vaults of the American Security and Trust Company of Washington. They have a total book or purchase value of \$317,899.87 and, as reported by the Auditor, a current market value of \$333,760.01. By action of the Board of Trustees access may be had only by the Chairman of the Board of Trustees and the Business Manager of the Association jointly and by the Executive Secretary of the Association serving for one or the other in the event of unavailability proven by proper certificate to the Trust Company. The securities are checked and examined in detail annually by the Auditor.

The Administration Building is in excellent condition and the regular program of maintenance has been carried on in spite of handicaps of shortage of manpower and materials. All outside cornices, window frames, and sashes were painted this spring. The Board of Trustees authorized a comprehensive plan for improvement and increase in interior lighting, a move necessary not only for better working conditions but for full utilization of floor space. A survey was made by a competent lighting engineer. Plans and specifications were drawn, and bids were obtained from contractors. An award of the work has been made but our inability, to date, to obtain the necessary priorities thru the War Production Board has resulted in delays in the actual installations. It is hoped that work can be started very soon.

The garage property has been leased for another five-year term to Call Carl Inc., the occupants for some three years past. This lease carries provisions for cancellation which remove any handicaps to the availability of the site for future administration building expansion. The tenant maintains this property satisfactorily and only recently has completely painted the interior.

All space in the Administration Building is fully occupied. Some activities are being carried on under crowded and restricted conditions. Adjustment of office locations probably must be made immediately. The expanded Association activities also may require rental of outside space.

The Board of Trustees will give early consideration to the expansion of the plant. As soon as wartime restrictions are eased, a building program must be developed and put into action. To finance such a program there must be a revival of very active interest in Life Membership. The proceeds from this source were the main means of construction of the present administration building and undoubtedly would be such under a new program.

The report of the Auditors may be read with interest. It has been a good year financially for operating purposes and the improvements in financial ability have gone far to make the Association's work more effective.

Following are statements showing activities in the principal account and the income account of the Permanent Fund:

PERMANENT FUND—PRINCIPAL ACCOUNT

CASH REPORT MAY 31, 1945

General Funds

Cash on hand May 31, 1944.....	\$ 1,322.69	
Receipts from Life Memberships.....	<u>18,034.61</u>	\$19,357.30
Other Receipts:		
Part of 1943-44 net income.....	<u>50,000.00</u>	\$69,357.30
Disbursements:		
Purchase U. S. Defense Bonds,		
Series G.....	64,000.00	
Refunds on Life Memberships...	15.00	
Exchange on Foreign Checks....	<u>5.00</u>	64,020.00
Cash Balance May 31, 1945..		<u>\$5,337.30</u>

AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS—EDUCATIONAL RESEARCH FUND

Cash on hand May 31, 1944.....		338.23	
Receipts:			
U. S. Treasury Bond Redeemed..	150.00		
Life Membership Receipts.....	285.00	435.00	773.23
Disbursements:			
Purchase U. S. Defense Bonds, Series G.....			500.00
Cash Balance May 31, 1945..			273.23

DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS

Cash on hand May 31, 1944.....	\$ 542.78		
Receipts:			
Life Memberships.....	1,567.50	\$2,110.28	
Disbursements:			
Purchase U. S. Savings Bonds, Series F.....	814.00		
Purchase U. S. Defense Bonds, Series G.....	1,000.00	1,814.00	
Cash Balance May 31, 1945..			\$296.28

DEPARTMENT OF SUPERVISION AND CURRICULUM DEVELOPMENT			
Cash on hand May 31, 1944.....	\$128.00		128.00

NATIONAL ASSOCIATION OF DEANS OF WOMEN

Cash on hand May 31, 1944.....	\$45.69		45.69
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PARKER TEACHER WELFARE FUND

Cash on hand May 31, 1944.....		\$895.69	
Receipts:			
Interest and dividends on Stocks and Bonds.....	\$ 193.00		
Sale of Montana Property.....	968.82		
Rhodes Avenue, Liquidation Trust- Reimbursement	12.00		
Sale of Stock of International Textbook and Educational Pub- lishing Company.....	169.90		
North Dakota Property.....	23.62	1,367.34	\$2,263.03
Disbursements:			
Purchase U. S. Defense Bonds, Series G	2,100.00		
Service on estate of Marilla Z. Parker, deceased.....	100.00		
Taxes on North Dakota Property.	6.32	2,206.32	
Cash Balance May 31, 1945..			56.71
Total Cash Balances May 31, 1945.....			\$ 6,137.21
Deposited in American Security and Trust Company.....			\$ 6,137.21

PERMANENT FUND-INCOME ACCOUNT

Receipts:

Interest on Bonds.....	\$ 5,806.26	
Interest on Bank Deposit.....	141.28	
Rent—Headquarters Building....	43,000.00	
Rent—Garage Property.....	5,100.00	\$54,047.54

Disbursements:

Building Repairs.....	3,319.25	
Taxes—Garage Property.....	1,063.78	
Safe Deposit Box Rental.....	42.00	4,425.13

To Treasurer—Income 1944-45.....		\$49,622.41
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The above income represents net earnings of 6.6 percent on the invested capital of the Association.

A full statement of the Permanent Fund is shown in the Report of Auditors, Exhibit "D" and a complete schedule of securities owned in Exhibit "E".

JOSEPH H. SAUNDERS, *Chairman*.

E. G. DOUDNA, *Vice Chairman*.

Board	FLORENCE HALE, <i>Secretary</i>
of	MYRTLE HOOPER DAHL
Trustees	F. L. SCHLAGLE

July 2, 1945.

REPORT OF AUDITORS

WAYNE KENDRICK & COMPANY

Certified Public Accountants

RUST BUILDING, WASHINGTON 5, D. C.

June 19, 1945.

Mr. F. L. Schlagle, President
National Education Association of the United States
1201 Sixteenth Street, N. W.
Washington, D. C.

Dear Sir:

We have examined the books and records of account of the National Education Association of the United States for the fiscal year ended May 31, 1945, and present herewith our report comprised of the following exhibits and comments:

Exhibit "A"—Statement of Assets and Liabilities as at May 31, 1945.

Exhibit "B"—Condensed Comparative Statement of Income and Expenses for the Fiscal Years Ended May 31, 1944 and 1945.

Exhibit "C"—Income and Expenses for the Fiscal Year Ended May 31, 1945.

Exhibit "D"—Assets of Permanent Funds as at May 31, 1945.

Exhibit "E"—Investments in Securities—Permanent Funds as at May 31, 1945.

Exhibit "F"—War and Peace Fund—Analysis of Receipts and Disbursements for the Fiscal Year Ended May 31, 1945.

Comments

Our examination involved primarily the verification of assets and liabilities of the association as at May 31, 1945, but we made sufficient tests of income and expense accounts to assure ourselves of the substantial accuracy thereof.

Cash in banks was verified by a comparison of all checks paid out of the "regular" account by the depository with amounts entered in the books of account and by a test of other accounts. We also inspected the checks as to payees and

endorsements. All bank accounts were verified by direct correspondence with the depositories. Cash on hand was verified by actual count. Income checks of permanent funds were verified by inspection of the checks showing payments to the "regular" account.

Accounts receivable amounting to \$6,418.34 were verified by inspection of the individual accounts in the ledger and proof thereof with the control account.

Postdated checks in the amount of \$8.00 were verified by inspection. Such checks as were returned by the banks unpaid at maturity dates are included in protested checks.

Protested checks in the amount of \$133.75 were examined by us.

The reserve for doubtful accounts, covering accounts receivable for advertising, publications, exhibits, postdated checks, and protested checks is, in our opinion, sufficient to cover probable losses from the non-collection of these items.

State, county, and municipal warrants were verified by inspection.

Stamped envelopes, cards, and stamps, \$1,452.57, and office supplies, \$3,354.94, were inventoried by your staff, and an inspection and test-check was subsequently made by us to determine the reasonableness as to quantities and prices thereof. We also checked calculations and extensions of the larger items.

Office furniture and fixtures, \$48,897.83, is the net value shown by the records after deducting the reserve for depreciation amounting to \$65,902.28. We verified the additions made to this account during the year by inspection of purchase invoices. A physical inventory was made by your employees, which we examined and compared with a similar inventory as of May 31, 1944. We decreased the book value to the physical inventory by increasing the reserve for depreciation in the amount of \$3,038.42.

Depreciation on buildings was not deducted for several years during the period prior to 1943, due to the fact that it was deemed advisable to pay the mortgage obligations before increasing the depreciation fund by setting aside cash or securities for that purpose. The depreciation fund and the corresponding depreciation reserve were increased in the amount of \$64,000.00 during the current fiscal year, thus establishing a reserve of approximately 2 per cent for each year of ownership of the buildings by the association, in accordance with an authorization of the board of trustees on January 30, 1942.

Notes receivable—life members, in the amount of \$89,629.04, as shown on exhibit "D", were examined and found to be in agreement with the books. These are mainly non-negotiable installment notes given in payment of life memberships. The reserve for anticipated loss amounting to \$25,801.98 appears to be sufficient to cover immediate requirements, in so far as notes known to be doubtful of collection are concerned. Every effort should be made to collect the notes on hand, as soon as possible, in order that the association may have the benefit of a small amount of income by investment of such funds to partially offset the cost of such life memberships.

The unpaid balances of life membership notes have been classified as follows:

	Number of notes	Balance due
Present Address Unknown.....	38	\$ 2,230.00
Delinquent—No Payment Received Within Three Years	331	21,827.00
Miscellaneous Status	29	1,977.00
Value of Current Notes with Payments Beginning:		
1936 to 1943, Inclusive.....	348	16,679.25
1944	51	2,087.50
1945	615	30,318.40
1946	308	14,509.89
Totals.....	1,720	\$ 89,629.04

In the course of our examination we also found that members who did not sign notes are making payments of life membership as follows:

	Number of Subscriptions	Amount Subscribed	Collected	Balance Unpaid
Active—Payments Made Cur-				
rently.....	136	\$13,600.00	\$5,812.75	\$ 7,787.25
Delinquent.....	99	9,900.00	3,634.00	6,266.00
Totals.....	235	\$23,500.00	\$9,446.75	\$14,053.25

The balance of \$14,053.25 has not been entered on the books and is not included in the assets of the permanent funds.

All securities were verified by actual inspection on June 1, 1945, at the safe deposit vaults of the American Security and Trust Company. It will be noted from exhibit "E" that interest amounting to \$189.26 was received on the St. Louis and San Francisco Railroad Co. bonds during the year. Interest totaling \$363.10 on each \$1,000.00 face value of these bonds is in default for July, 1934, and subsequent periods. The following summary shows the book value and market value as at May 31, 1945, of the securities in the various funds of your association:

Fund	Book Value May 31, 1945	Market Value May 31, 1945
General.....	\$113,430.76	\$119,181.33
General—Reserved for Building Fund.....	127,108.06	129,848.30
Parker Teacher Welfare.....	12,503.75	13,593.00
Elementary School Principals....	18,732.98	20,788.49
American Association of School Administrators..	31,931.32	35,635.49
Supervision and Curriculum Development.....	2,250.00	2,640.00
American Association for Health, Physical Edu- cation, and Recreation.....	10,000.00	9,908.00
National Association of Deans of Women.....	1,943.00	2,166.00
Totals.....	\$317,899.87	\$333,760.61

The above figures show an increase in book value of \$68,801.00, whereas the market value increased \$75,318.07 over the value shown at May 31, 1944.

It will be noted from exhibit "A" that the total net equity value of the permanent funds assets was \$894,236.58 at May 31, 1945, as compared to \$886,093.06 at May 31, 1944. The increase is accounted for as follows:

Net Equity Value at May 31, 1944—	
Per Prior Audit Report.....	\$886,093.06
Add:	
Increases in the Following:	
General Fund	
Life Membership Net Income.....	\$ 18,493.00
Transfer from General Surplus.....	50,000.00
Parker Teacher Welfare Fund	1,761.02
Elementary School Principals Fund.....	1,604.50
American Association of School Adminis- trators.....	285.00
	72,143.52
	\$958,236.58
Deduct:	
Increase in Reserve for Depreciation on Building (See Prior Comment).....	64,000.00
Net Equity Value May 31, 1945.....	\$894,236.58

Vouchers payable in the amount of \$18,405.54 were verified by inspection of invoices and statements from creditors and by examination of the accounts in the voucher register. We also ascertained from the cash book that none of these liabilities had been paid previously. We were advised by the business division that there were no unrecorded purchases involving obligations for the fiscal year ended May 31, 1945.

Amounts due to associated departments were accepted as shown by the books. The total shown on exhibit "A" is comprised of amounts due to or from departments as follows:

American Association for Health, Physical Education, and Recreation.....		\$ 18,507.41
American Association of School Administrators.....		9,337.46
American Educational Research Association.....		9,792.86
Department of Art Education.....		413.50
Department of Elementary School Principals.....		11,851.59
Department of Adult Education.....		46.65
Department of Lip Reading.....		38.46
Department of Rural Education.....		4,952.60
National Science Teachers Association.....		1,596.06
Department of Supervision and Curriculum Development..		2,234.48
Department of Home Economics.....		1,342.66
National Association of Deans of Women.....		863.21
National Council for Social Studies.....		761.45
National Council for Social Studies—Reserve Fund.....		2,119.00
Resource Units—Secondary School Principals and Social Studies.....		5,962.32
		<u>\$ 69,819.71</u>
Less: Overdrawn		
Department of Secondary Teachers.....	\$ 81.63	
Department of Business Education.....	486.72	
National Association of Secondary School Principals.....	2,942.22	
National Association of Secondary School Principals		
Consumer Education Study.....	2,193.28	
Higher Education.....	5,438.85	11,142.70
		<u>\$ 58,677.01</u>

Included in the liability section of the statement of assets and liabilities are unexpended or overdrawn balances of special funds received for the support of the following:

Committee on Teachers' Salaries.....	\$ 102.04
Horace Mann—Hugh Birch Fund.....	17,459.18
Safety Education Project.....	11,882.31
National Committee for Determining Teacher Qualifications in Art....	5,000.00
National Council on Teacher Retirement.....	828.71
Department of State	
Americanization School Project.....	334.35
Music Appreciation Project.....	3,646.08
Coordinator of Inter-American Affairs—Conferences.....	741.85
Federal Aid for Negro Education in Mississippi.....	473.26
	<u>\$ 40,467.78</u>
Less: Overdrawn	
Educational Policies Commission.....	\$ 4,226.18
	<u>\$ 36,241.60</u>

Suspense, shown in the liability section of exhibit "A", in the amount of \$1,081.21 is comprised of cash received from various sources from memberships, etc., carried in this account until information is received showing the proper accounts to be credited.

Several years ago your association received personal and real property from the Estate of Marilla Z. Parker, all of which has been liquidated with the exception of 10 shares of stock of 208 South LaSalle Street Corporation, Chicago, Illinois, common stock, and one-half ownership of 192⁸/₁₀ acres of land in Burleigh County, North Dakota. The stock of 208 South LaSalle Street Corporation, which is paying dividends regularly, has been transferred to the Parker Teacher Welfare Fund and entered on the books at a stated value of \$500.00. Since the value of the North Dakota land is very doubtful, no amount therefor has been recorded on the books.

A comparative summary of budgeted and actual expenditures showing the amounts under or over the budget figures is shown below:

	Actual Expenditures	Budget Allowance	Over* or Under Budget
Board of Trustees.....	\$ 676.44	\$ 500.00	\$ 176.44*
Elected Directors	14,422.41	12,000.00	2,422.41*
Executive Committee Expenses.....	8,473.93	8,000.00	473.93*
General Office Expenses.....	12,119.70	10,967.00	1,152.70*
Physical Plant Expenses.....	62,846.26	60,500.00	2,346.26*
Annual Conventions.....	4,014.30	4,000.00	14.30*
Journal of the N. E. A.....	118,109.35	100,000.00	18,109.35*
Other Publications.....	12,644.10	12,500.00	144.10*
Departments.....	26,815.12	25,500.00	1,315.12*
Committees.....	24,769.91	30,000.00	5,230.09
Educational Policies Commission.....	22,500.00	22,500.00	
National Commission for Defense of Democracy Through Education.....	19,639.09	21,000.00	1,360.91
Association Membership Fees.....	124.00	125.00	1.00
Expenses of Delegates.....	7,833.25	9,000.00	1,166.75
Retirement Annuities and Insurance.....	12,088.92	11,000.00	1,088.92*
Executive Secretary's Office.....	32,539.05	33,205.00	665.95
Publicity Section.....	13,037.84	13,927.00	889.16
Division of Accounts and Records.....	66,398.50	54,500.00	11,898.50*
Division of Field.....	13,752.27	13,511.00	241.27*
Division of Business.....	25,904.15	26,166.00	261.85
Division of Publications.....	39,613.89	38,577.00	1,036.89*
Division of Research.....	69,005.29	76,026.00	7,020.71
Division of Legislative and Federal Relations.....	26,014.52	24,357.00	1,657.52*
Division of Administrative Service.....	10,841.40	11,356.00	514.60
Division of Membership.....	12,933.03	13,207.00	273.97
Promotion and Maintenance of Membership.....	41,204.92	25,000.00	16,204.92*
Division of Rural Service.....	13,094.86	11,577.00	1,517.86*
Executive Secretary's Contingent Fund...	356.45	940.00	583.55
Operating Emergency Fund.....	13,810.88	10,000.00	3,810.88*
Totals	<u>\$725,583.83</u>	<u>\$679,941.00</u>	<u>\$45,642.83*</u>

While the total expenses exceeded the budget by \$45,642.83, a substantial part of the excess was due to the large increase in members and the resulting additional costs of rendering service to them. It should be noted that the income from memberships and *Journal* subscriptions increased \$115,293.78 over the fiscal year ended May 31, 1944.

The cash value of the retirement annuities insurance policies owned by the Association on the lives of its employees is not carried on the books. The cash surrender value of all policies issued under this plan as at May 31, 1945, aggregated \$286,162.10. On the basis of the salary-savings plan, if all employees were separated from the service by resignation they would receive \$196,777.93 thereof, and the association would retain \$89,384.17. However, if an employee retires or dies, while still in the service of the Association, the full cash value of his policies is payable to such employee or his estate.

The total aggregate value at May 31, 1945, is \$21,829.16 more than at May 31, 1944. This increase is after elimination of \$6,193.67 thru policies withdrawn for resigning employees.

When policies have been surrendered for the cash values, the excess over the amounts refunded to resigning employees has been deposited in the bank. These funds have been credited to reserve for retirement annuities, against which charges are being made for special payments to retired employees.

Prepaid subscriptions and memberships have been treated as income at the time received. Such items as costs of unprinted *Journals*, prepaid insurance, other expenses, etc., have been treated as expenses at the time the invoices therefor were received.

The following is a summary of the permanent funds income account for the current year:

Income

Interest on Deposits.....	\$ 141.28
Interest on Bonds.....	5,806.26
Rent from N. E. A. for Use of Headquarters Building...	43,000.00
Rent from Garage Property.....	5,100.00
Total Income.....	\$54,047.54

Deduct:

Expenses

Exterior Painting.....	\$1,940.00
Taxes on Garage Property.....	1,063.78
Rental of Safe Deposit Box.....	42.00
Building Repairs	1,379.35
	<u>4,425.13</u>
Balance Transferred to Treasurer of National Education Association of the United States.....	\$49,622.41

An analysis of the War and Peace Fund for the current fiscal year is shown on exhibit "F".

Insurance and fidelity bond policies now in effect were examined by us as follows:

	Coverage
Elevator—Public Liability	\$ 10,000.00-\$20,000.00
Boiler Explosion.....	50,000.00
Building Contents—Fire.....	34,000.00
Workmen's Compensation	Complete
Messenger Robbery.....	7,500.00
Building—Fire.....	316,000.00
War Damage	437,500.00
Fidelity Bonds Covering 32 Positions.....	155,000.00
Including	
Executive Secretary.....	\$ 75,000.00

Chairman—Board of Trustees.....	\$10,000.00
Treasurer.....	10,000.00
Director—Business Division.....	10,000.00
Director—Division of Accounts.....	10,000.00

Subject to the foregoing comments, we hereby certify that, in our opinion, the attached statement of assets and liabilities, marked exhibit "A", reflects the true financial condition of the National Education Association of the United States as at May 31, 1945.

Respectfully submitted,
WAYNE KENDRICK & COMPANY,
By WAYNE KENDRICK,
Certified Public Accountant.

EXHIBIT "A"

STATEMENT OF ASSETS AND LIABILITIES

AS AT MAY 31, 1945

Assets

GENERAL ACCOUNTS

Cash—On Deposit, in Transit, and on Hand		
Special Account.....		\$ 76,081.21
Regular Account		
Associated Departments Funds..	\$ 58,677.01	
Reserve for Retirement Annuities.....	14,178.14	
General Funds.....	76,754.06	149,609.21
War and Peace Fund.....		145,990.74
Petty Cash.....		500.00
Foreign Checks—Deposited for Collection.....		326.76
Total Cash		\$ 372,507.92
Accounts Receivable		
Advertising, Publications, Exhibits, Etc.....	\$ 6,418.34	
Postdated Checks.....	8.00	
Protested Checks.....	133.75	
	\$ 6,560.09	
Less: Reserve for Doubtful Accounts.....	548.16	6,011.93
State, County, and Municipal Warrants.....		750.91
Inventories		
Stamped Envelopes, Cards, and Stamps.....	\$ 1,452.57	
Office Supplies.....	3,354.94	
Volumes of Proceedings and Publications (Nominal Value)	500.00	5,307.51
Travel Advances		389.52
Office Furniture and Fixtures.....	\$114,800.11	
Less: Reserve for Depreciation.....	65,902.28	48,897.83
TOTAL GENERAL ACCOUNTS ASSETS.....		\$ 433,865.62
PERMANENT FUNDS ASSETS—From Exhibit "D" (Net)		894,236.58
TOTAL ASSETS.....		\$1,328,102.20

EXHIBIT "A"

Liabilities and Net Worth

LIABILITIES

Vouchers Payable	\$ 18,405.54	
War and Peace Fund—From Exhibit "F"	145,990.74	
Due Associated Departments—See Comments	58,677.01	
Unexpended Balances of Special Funds—See Comments	36,241.60	
War Savings Bonds and Group Hospitalization—Salary Deductions	4,080.05	
Withholding Tax Deductions	6,919.45	
Reserve for Motion Picture Film	25,000.00	
Suspense	1,081.21	\$ 296,395.60

NET WORTH REPRESENTED BY

Permanent Funds—Shown in Detail on Exhibit "D" ...		894,236.58
Reserve for Retirement Annuities		14,178.14
Surplus		
Balance June 1, 1944—Per Prior Audit Report	\$144,188.35	
Add:		
Net Income for the Fiscal Year Ended May 31, 1945—		
From Exhibit "B"	29,103.53	
	\$173,291.88	
Deduct: Amount Transferred to Permanent Funds (General)	50,000.00	123,291.88
TOTAL LIABILITIES AND NET WORTH ..		\$1,328,102.20

EXHIBIT "B"

CONDENSED COMPARATIVE STATEMENT OF INCOME AND EXPENSES
FOR THE FISCAL YEARS ENDED MAY 31, 1944 AND 1945

	Fiscal Years Ended May 31,		1945 Increase or Decrease* Over 1944
	1944	1945	
INCOME—From Exhibit "C"			
Permanent Funds—Net Income	\$ 47,935.98	\$ 49,622.41	\$ 1,686.43
Memberships	273,461.00	331,711.29	58,250.29
Journal of the N. E. A.—Subscriptions ..	263,917.33	320,960.82	57,043.49
Journal of the N. E. A.—Advertising ..	56,926.93	61,828.69	4,901.76
Convention Exhibits (Net)	10,991.17	286.01 (a)	11,277.18*
Research Bulletins—Subscriptions	2,823.90	3,018.15	194.25
Rentals (Net)	2,927.28	2,181.68	745.60*
Sales of Publications	7,777.03	8,638.41	861.38
American Education Week	11,919.61	1,811.96	10,107.65*
	(gross)	(net)	
Sundry	1,260.78	2,745.92	1,485.14
TOTAL INCOME—From Exhibit "C" ..	\$679,941.01	\$782,233.32	\$102,292.31
Deduct:			
OPERATING EXPENSES—From Exhibit "C"			
Schedule			
Board of Trustees	\$ 329.13	\$ 676.44	\$ 347.31
Elected Directors	9,064.65	14,422.41	5,357.76
Executive Committee			
Expenses	6,625.65	8,473.93	1,848.28
General Office Expenses	\$ 9,896.45	\$ 12,119.70	\$ 2,223.25
Physical Plant Expenses	61,042.94	62,846.26	1,803.32

(a) Debit items.

EXHIBIT "B"

Annual Conventions "B-4"	4,002.92	4,014.30	11.38
Publications—Printing and Distribution "B-5"	119,059.74	130,753.45	11,693.71
Departments "B-6"	21,048.91	26,815.12	5,766.21
Committees "B-7"	20,603.31	24,769.91	4,166.60
Educational Policies Commission "B-8"	15,100.00	22,500.00	7,400.00
National Commission for Defense of Democracy Through Education "B-9"	18,391.30	19,639.09	1,247.79
Association Membership Fees "B-10"	124.00	124.00	
Expenses of Delegates "B-11"	9,663.25	7,833.25	1,830.00*
Retirement Annuities and Insurance "B-12"	12,534.41	12,088.92	445.49*
Executive Secretary's Office "B-13"	32,127.93	32,539.05	411.12
Publicity Section "B-13-A"	13,301.06	13,037.84	263.22*
Division of Accounts and Records "B-14"	54,644.12	66,398.50	11,754.38
Division of Field "B-15"	12,463.82	13,752.27	1,288.45
Division of Business "B-16"	24,619.96	25,904.15	1,284.19
Division of Publications "B-17"	36,303.65	39,613.89	3,310.24
Division of Research "B-18"	65,841.03	69,005.29	3,164.26
Division of Legislative and Federal Relations "B-19"	7,447.82	26,014.52	18,566.70
Division of Administrative Service "B-20"	10,125.37	10,841.40	716.03
Division of Membership "B-21"	12,452.11	12,933.03	480.92
Promotion and Maintenance of Membership "B-22"	25,541.71	41,204.92	15,663.21
Division of Rural Service "B-23"	10,951.10	13,094.86	2,143.76
Executive Secretary's Contingent Fund "B-24"	2,319.37	356.45	1,962.92*
Operating Emergency Fund "B-25"		13,810.88	13,810.88
TOTAL OPERATING EX- PENSES—From Exhibit "C"	<u>\$615,625.71</u>	<u>\$725,583.83</u>	<u>\$109,958.12</u>
NET INCOME BEFORE PROVISION FOR BAD DEBTS AND PRO- TESTED CHECKS, ADJUSTMENT OF INVENTORIES, DEPRECIA- TION, AND MOTION PICTURE FILM APPROPRIATION	<u>\$ 64,315.30</u>	<u>\$ 56,649.49</u>	<u>\$ 7,665.81*</u>
Deduct:			
Adjustment of Postage and Stationery Inventories	\$ 203.03 (b)	\$ 505.46 (b)	\$ 302.43 (b)
Provision for Bad Debts and Pro- tested Checks	21.00	13.00	8.00*
Depreciation on Office Furniture and Fixtures	3,336.01	3,038.42	297.59*
Motion Picture Film Appropriation . .		25,000.00	25,000.00
	<u>\$ 3,153.98</u>	<u>\$ 27,545.96</u>	<u>\$ 24,391.96</u>
NET INCOME FROM OPERATIONS FOR THE FISCAL YEARS ENDED MAY 31, 1944 AND 1945	<u><u>\$ 61,161.32</u></u>	<u><u>\$ 29,103.53</u></u>	<u><u>\$ 32,057.79*</u></u>

(b) Credit items.

EXHIBIT "A"

EXHIBIT "C"

INCOME AND EXPENSES

FOR THE FISCAL YEAR ENDED MAY 31, 1945

INCOME

Permanent Funds—Net Income.....		\$ 49,622.41
Memberships from Secretary's Office.....		331,711.29
Journal of the N. E. A.		
Subscriptions (Part of Membership Dues)	\$320,960.82	
Advertising	61,828.69	382,789.51
Research Bulletins—Subscriptions		3,018.15
Rentals (Net)		2,181.68
Sales of Publications.....		8,638.41
American Education Week.....		1,811.96
Sundry		2,745.92

TOTAL INCOME—To Exhibit "B".....	\$782,233.32
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Deduct:

OPERATING EXPENSES

Schedule "B-1"

Board of Trustees.....	\$ 676.44	
Elected Directors	14,422.41	
Executive Committee Expenses.....	8,473.93	\$ 23,572.78

Schedule "B-2"

General Office Expenses		
Express, Freight, and General.....	\$ 2,304.74	
Insurance and Surety Bonds.....	1,057.61	
Interest and Discounts Allowed.....	1,261.90	
Telephone Service	2,788.73	
Operators and Information.....	4,706.72	12,119.70

Schedule "B-3"

Physical Plant Expenses		
Rent	\$ 43,000.00	
Heat, Light, and Power.....	3,994.08	
Janitor Service	11,940.69	
Maintenance	3,911.49	62,846.26

Schedule "B-4"

Annual Conventions		4,014.30
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Schedule "B-5"

Publications—Printing and Distribution		
Journal of the N. E. A.....	\$118,109.35	
Other Publications		
Volume of Proceedings.....	\$7,578.62	
Publications and Reports.....	1,291.65	
Research Bulletins	3,773.83	12,644.10
		130,753.45

Schedule "B-6"

Departments		
Kindergarten—Primary Education	\$ 147.53	
Adult Education.....	400.00	
Classroom Teachers	24,746.84	
National Council on Education.....	135.75	
Science Instruction.....	450.00	
Secondary Teachers	35.00	
Business Education	900.00	26,815.12

EXHIBIT "C"

Schedule "B-7"

Committees

Retirement (National Council)	\$ 400.00	
Tax Education	4,332.26	
Tenure	4,708.85	
Health Problems in Education	335.10	
Legislative	8,002.73	
Cooperation with American Legion	674.63	
Resolutions	187.11	
Cooperation with American Teachers Association	537.58	
Credit Unions	779.37	
Ethics	1,141.21	
Equal Opportunity	221.90	
Supply, Preparation, and Certification of Teachers	616.81	
Library	1.25	
Induction into Citizenship	724.30	
Cooperation with National Congress—Parents and Teachers	299.96	
International Relations	1,806.85	\$24,769.91

Schedule "B-8"

Educational Policies Commission	22,500.00
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Schedule "B-9"

National Commission for Defense of Democracy Through Education	19,639.09
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Schedule "B-10"

Association Membership Fees	124.00
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Schedule "B-11"

Expenses of Delegates	7,833.25
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Schedule "B-12"

Retirement Annuities and Insurance	12,088.92
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Schedule "B-13"

Executive Secretary's Office

Salaries and Wages	\$ 29,922.39	
Travel Expenses	778.95	
Other Expenses	1,837.70	32,539.05

Schedule "B-13-A"

Publicity Section

Salaries and Wages	\$ 11,102.21	
Travel Expenses	967.76	
Photographs and Cuts	72.98	
Other Expenses	894.89	13,037.84

Schedule "B-14"

Division of Accounts and Records

Salaries and Wages	\$ 62,879.73	
Travel Expenses	85.63	
Graphotype and Addressing	1,596.61	
Other Expenses	1,836.53	66,398.50

EXHIBIT "C"

Schedule "B-15"

Division of Field		
Salaries and Wages.....	\$ 12,736.40	
Travel Expenses	557.62	
Other Expenses	458.25	\$13,752.27

Schedule "B-16"

Division of Business		
Salaries and Wages.....	\$ 22,944.47	
Travel Expenses	370.95	
Advertising	106.50	
Mailing Section	732.50	
Multigraph Section	585.70	
Other Expenses	1,164.03	25,904.15

Schedule "B-17"

Division of Publications		
Salaries and Wages.....	\$ 36,629.82	
Travel Expenses	664.21	
Cuts, Leaflets, and Packets.....	725.25	
Photographs and Cuts.....	112.58	
Other Expenses	1,482.03	39,613.89

Schedule "B-18"

Division of Research		
Salaries and Wages.....	\$ 63,679.70	
Travel Expenses	680.10	
Charts, Tables, and Legislative Reference Service	873.11	
Library	891.52	
Other Expenses	2,880.86	69,005.29

Schedule "B-19"

Division of Legislative and Federal Relations		
Salaries and Wages.....	\$ 22,269.64	
Travel Expenses	1,378.95	
Other Expenses	2,365.93	26,014.52

Schedule "B-20"

Division of Administrative Service		
Salaries and Wages.....	\$ 10,718.70	
Travel Expenses	54.42	
Other Expenses	68.28	10,841.40

Schedule "B-21"

Division of Membership		
Salaries and Wages.....	\$ 11,505.39	
Travel Expenses	1,087.24	
Other Expenses	340.40	12,933.03

Schedule "B-22"

Promotion and Maintenance of Membership		41,204.92
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Schedule "B-23"

Division of Rural Service		
Salaries and Wages.....	\$ 11,682.05	
Travel Expenses	1,007.66	
Conferences	63.46	
Other Expenses	341.69	13,094.86

EXHIBIT "C"

Schedule "B-24"

Executive Secretary's Contingent Fund....	\$	356.45
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Schedule "B-25"

Operating Emergency Fund		
Conference State Association Secretaries	\$	2,500.00
United Nations Flag Project.....		1,500.00
Teacher Recruitment Project.....		628.98
Leaders Letter		5,681.90
Handbook and History.....		3,500.00
		<u>13,810.88</u>
TOTAL OPERATING EXPENSES—		
To Exhibit "B".....		<u>\$725,583.83</u>
NET INCOME BEFORE PROVISION FOR BAD DEBTS AND PROTESTED CHECKS, ADJUSTMENT OF INVEN- TORIES, DEPRECIATION, AND MO- TION PICTURE FILM APPROPRIA- TION—To Exhibit "B".....		<u>\$ 56,649.49</u>

EXHIBIT "D"

ASSETS OF PERMANENT FUNDS

AS AT MAY 31, 1945

GENERAL FUND

Cash		\$ 5,337.30
Notes Receivable—Life Members.....	\$ 89,629.04	
Less: Reserve for Anticipated Loss.....	25,801.98	63,827.06
Investments in Securities (Book Value)		
General Fund—From Exhibit "E".....	\$113,430.76	
General Fund—Reserved for Building Fund— From Exhibit "E".....	127,108.06	240,538.82
General Office Building Improvements.....	\$375,000.00	
Garage Building	20,000.00	
	<u>\$395,000.00</u>	
Deduct:		
Reserve for Depreciation.....	127,108.06	
	<u>\$267,891.94</u>	
Land	238,480.50	506,372.44
TOTAL GENERAL FUND.....		<u>\$816,075.62</u>
PARKER TEACHER WELFARE FUND		
Cash	\$ 56.71	
Investments in Securities (Book Value)— From Exhibit "E".....	12,503.75	12,560.46
ELEMENTARY SCHOOL PRINCIPALS FUND		
Cash	\$ 296.28	
Investments in Securities (Book Value)— From Exhibit "E".....	18,732.98	19,029.26
AMERICAN ASSOCIATION OF SCHOOL ADMIN- ISTRATORS		
Cash	\$ 273.23	
Investments in Securities (Book Value)— From Exhibit "E".....	31,931.32	32,204.55

EXHIBIT "D"		
SUPERVISION AND CURRICULUM DEVELOPMENT		
Cash	\$ 128.00	
Investment in Securities (Book Value)—		
From Exhibit "E"	2,250.00	\$ 2,378.00
AMERICAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION, AND RECREATION		
Investments in Securities (Book Value)—		
From Exhibit "E"		10,000.00
NATIONAL ASSOCIATION OF DEANS OF WOMEN		
Cash	\$ 45.69	
Investments in Securities (Book Value)—		
From Exhibit "E"	1,943.00	1,988.69
TOTAL PERMANENT FUNDS ASSETS—		
To Exhibit "A"		\$894,236.58

EXHIBIT "E"

INVESTMENTS IN SECURITIES—PERMANENT FUNDS

AS AT MAY 31, 1945

	Face Value	Book Value	Income Collected for Fiscal Year 1944-1945
GENERAL FUND			
City of Monessen, Pennsylvania, 4½%, Due 8-1-51	\$ 5,000.00	\$ 5,206.39	\$ 225.00
County of Columbus, North Carolina, 5%, Due 1-1-54	5,000.00	5,470.75	250.00
City of Newport News, Virginia, 4½%, Due 6-1-48	1,000.00	892.50	45.00
St. Louis and San Francisco Railroad Co., Prior Lien, 4%, Due 7-1-50 (Certificate of Deposit)	5,250.00	4,331.25	189.26
Atlantic Coast Line Railroad Co., 1st Consolidated Mortgage, 4%, Due 7-1-52	10,000.00	9,600.00	400.00
Baltimore and Ohio Railroad Company (Pittsburgh, Lake Erie, and West Virginia System) Refunding Mortgage, 4%, Due 11-1-51	20,000.00	19,942.50	800.00
Chicago, Indiana, and Southern Railway Co., 4%, Due 1-1-56	10,000.00	9,500.00	400.00
Terminal Railroad Association of St. Louis, General Mortgage, 4%, Due 1-1-53	15,000.00	15,050.00	600.00
Metropolitan Water District of Southern California, Colorado River Waterworks, 4¼%, Due 2-1-70	8,000.00	9,027.37	340.00
City of New York—Corporate Stock (Bonds), Transit Unification, 3%, Due 6-1-80	1,900.00	1,900.00	57.00
U. S. Treasury Bonds			
Savings, Series C, Due 4-1-48	1,000.00*	810.00	
Defense, Series G, 2½%, Due 2-1-54	31,700.00	31,700.00	792.50
TOTALS	\$113,850.00	\$113,430.76	\$4,098.76

EXHIBIT "E"

GENERAL FUND—RESERVED FOR
BUILDING FUND

Buffalo Sewer Authority, 3¼%, Due 11-1-57	\$ 5,000.00	\$ 4,974.86	\$ 162.50
City of New York Corporate Stock—(Bonds) (Water), 3%, Due 2-1-79..	10,000.00	9,947.50	300.00
City of Los Angeles—High School District, 3½%, Due 1-1-57.....	5,000.00	5,385.70	175.00
U. S. Treasury Bonds			
Defense, Series G, 2½%, Due 6-1-54 to 4-1-57.....	106,800.00	106,800.00	1,070.00
TOTALS	<u>\$126,800.00</u>	<u>\$127,108.06</u>	<u>\$1,707.50</u>

EXHIBIT "D"

PARKER TEACHER WELFARE FUND

Port of New York Authority, 3%, Due 12-15-76	\$ 1,000.00	\$ 1,008.75	\$ 30.00
City of New York Corporate Stock (Bonds), Transit Unification, 3%, Due 6-1-80	2,000.00	1,995.00	60.00
208 South LaSalle Street Corporation, Chicago, Illinois—Common Stock, 10 Shares, No Par, Stated Value \$50.00	500.00	500.00	20.00
U. S. Treasury Bonds			
Savings, Series C, Due 4-1-48.....	6,000.00*	4,500.00	
Defense, Series G, 2½%, Due 12-1-53 to 4-1-57	4,500.00	4,500.00	80.00
TOTALS	<u>\$ 14,000.00</u>	<u>\$ 12,503.75</u>	<u>\$ 190.00</u>

EXHIBIT "D"

ELEMENTARY SCHOOL PRINCIPALS
FUND

Newport News, City Street Improvement and Sewerage Construction, 5½%, Due 12-1-50.....	\$ 5,000.00	\$ 5,000.00	\$ 275.00
City of Portsmouth, Virginia, Waterworks, 5%, Due 12-1-48.....	1,000.00	1,053.49	50.00
Metropolitan Water District of Southern California, Colorado River Waterworks, 4¼%, Due 2-1-70.....	2,000.00	2,256.85	85.00
City of New York Corporate Stock (Bonds), Transit Unification, 3%, Due 6-1-80	1,000.00	997.50	30.00
U. S. Treasury Bonds			
2¾%, Due 1956-1959.....	1,500.00	1,546.14	41.25
Savings, Series F, Due 7-1-54 to 4-1-57	3,350.00*	2,479.00	
Defense, Series G, 2½%, Due 12-1-53 to 4-1-57	5,400.00	5,400.00	110.00
TOTALS	<u>\$ 19,250.00</u>	<u>\$ 18,732.98</u>	<u>\$ 591.25</u>

EXHIBIT "D"

EXHIBIT "E"

AMERICAN ASSOCIATION OF
SCHOOL ADMINISTRATORS

Newport News, City Street Improvement and Sewerage Construction, 5½%, Due 12-1-50.....	\$ 11,000.00	\$ 11,285.00	\$ 605.00
City of Portsmouth, Virginia, Waterworks, 5%, Due 12-1-48.....	3,000.00	3,160.51	150.00
Port of New York Authority, 3%, Due 12-15-76	2,000.00	2,017.50	60.00
City of New York Corporate Stock (Bonds), Transit Unification, 3%, Due 6-1-80	500.00	498.75	15.00
South Carolina Highway Certificates of Indebtedness, 4¾%, Due 12-1-46....	2,000.00	2,077.28	95.00
U. S. Treasury Bonds			
Savings, Series C, Due 1-1-46.....	3,000.00*	2,250.00	
27⅞%, Due 1955-60.....	150.00	150.00	4.32
2¾%, Due 1956-59.....	3,000.00	3,092.28	82.50
Defense, Series G, 2½%, Due 12-1-53 to 4-1-57	7,400.00	7,400.00	172.50
TOTALS	<u>\$ 32,050.00</u>	<u>\$ 31,931.32</u>	<u>\$1,184.32</u>

EXHIBIT "D"

SUPERVISION AND CURRICULUM
DEVELOPMENT

U. S. Treasury Savings Bonds, Series C, Due 4-1-48.....	\$ 3,000.00*	\$ 2,250.00	
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EXHIBIT "D"

AMERICAN ASSOCIATION FOR
HEALTH, PHYSICAL EDUCATION,
AND RECREATION

Port of New York Authority, 3%, Due 12-15-76	\$ 2,000.00	\$ 2,000.00	\$ 60.00
U. S. Treasury Bonds			
Series G, 2½%, Due 7-1-53 and 5-1-55	8,000.00	8,000.00	200.00
TOTALS	<u>\$ 10,000.00</u>	<u>\$ 10,000.00</u>	<u>\$ 260.00</u>

EXHIBIT "D"

NATIONAL ASSOCIATION OF
DEANS OF WOMEN

U. S. Treasury Bonds			
Series F, Due 1-1-54.....	\$ 700.00*	\$ 518.00	
Savings, Series D, Due 5-1-49.....	1,900.00*	1,425.00	
TOTALS	<u>\$ 2,600.00</u>	<u>\$ 1,943.00</u>	

EXHIBIT "D"

* Maturity value.

EXHIBIT "F"

WAR AND PEACE FUND—ANALYSIS OF RECEIPTS AND DISBURSEMENTS

FOR THE FISCAL YEAR ENDED MAY 31, 1945

BALANCE JUNE 1, 1944—Per Prior		
Audit Report		\$211,742.98
Add:		
RECEIPTS FOR FISCAL YEAR ENDED		
MAY 31, 1945.....		23,683.68
TOTAL ACCOUNTABILITY.....		\$235,426.66
Deduct:		
DISBURSEMENTS		
General		
Organization and Promotion.....	\$ 330.49	
Refunds to State Associations.....	1,371.56	
Miscellaneous	6.68	\$ 1,708.73
Special Projects		
Educational Policies Commission		
Salaries, Services, and Travel....	\$ 23,109.05	
Printing	4,534.15	
Postage and Mailing Service.....	2,025.01	
Express and Hauling.....	173.71	
Mimeographing	367.65	
Stationery and Office Supplies.....	136.28	
Multigraph and Multilith Service	371.37	
Other Services Rendered (Report-		
ing, Etc.)	1,153.20	
Telephone and Telegraph.....	218.38	
Planning for American Youth Proj-		
ect	2,500.00	34,588.80
Teacher Recruitment Project		
Salaries and Travel.....	\$ 206.22	
Postage and Mailing Service.....	156.35	
Freight and Express.....	2.65	
	\$ 365.22	
Less: Transferred to Operating		
Emergency Fund	326.33	38.89
Secretary's Emergency Fund		
Services and Travel.....	\$ 767.16	
Bulletins and Printing.....	2,027.67	
Postage and Mailing Service.....	192.65	
Telephone and Telegraph.....	29.04	
Multigraph Service	90.48	
Stationery and Office Supplies....	46.65	3,153.65
Defense Commission Investigations		
Salaries and Services.....	\$ 2,144.78	
Travel	3,160.33	
Stationery and Printing.....	7.99	5,313.10
Educational and Federal Relations		
Salaries, Services, and Travel....	\$ 7,665.37	
Printing	899.05	
Postage and Mailing Service.....	3,451.96	
Stationery and Office Supplies.....	82.43	

EXHIBIT "F"

Express and Hauling.....	\$ 14.71		
Multigraph Service	51.65		
Telephone and Telegraph.....	97.48		
Photographs and Maps.....	438.77	\$12,701.41	
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Special Projects			
Social Studies			
Services and Travel.....	\$ 311.31		
Printing	461.00		
Postage and Mailing Service.....	43.36	815.67	
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Rural Education			
Salaries and Travel.....	\$ 2,480.60		
Printing	2,800.00		
Postage and Mailing Service.....	362.15		
Stationery and Printing.....	411.58		
Multigraph Service	96.14		
Telephone and Telegraph	189.23		
Photographs	46.00		
Rental of Chairs	7.50	6,393.20	
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Community Conferences			
Salaries and Travel.....	\$ 9,595.95		
Printing	34.21		
Postage and Mailing Service.....	138.32		
Express and Hauling.....	53.04		
Stationery and Office Supplies.....	256.91		
Multigraph Service	79.59		
Materials and Charts.....	146.03		
Telephone and Telegraph.....	50.43	10,354.48	
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Department of Classroom Teachers			
Conferences			
Services and Travel.....	\$ 3,640.68		
Supplies	55.41	3,696.09	
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Leaders Letter			
Printing and Materials.....	\$ 2,328.74		
Postage and Mailing Service.....	2,539.15		
Stationery and Supplies.....	866.80		
Multigraph Service	112.49		
Express and Hauling.....	28.32		
	\$ 5,875.50		
Less: Transferred to Operating			
Emergency Fund	2,275.50	3,600.00	
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Strengthening Lay Support			
Printing and Materials.....	\$ 3,739.34		
Postage and Mailing Service.....	420.22		
Stationery and Supplies.....	327.53		
Multigraph Service	17.76		
Express and Hauling.....	67.04	4,571.89	
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Secondary School Principals			
Printing		2,500.00	\$ 89,435.92
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BALANCE MAY 31, 1945— To Exhibit			
"A"			\$145,990.74
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EXHIBIT "F"

TREASURER'S REPORT

For the Fiscal Year Ended May 31, 1945

CASH ON DEPOSIT, IN TRANSIT, AND ON HAND
JUNE 1, 1944

Treasurer	\$ 203,637.32
War and Peace Fund (After Transfer of Unpaid Vouchers)	211,742.98
	<u>\$ 415,380.30</u>

Add:

CASH RECEIPTS

Memberships, Subscriptions, and Research Bulletins..	\$655,690.26	
Advertising	61,828.69	
Convention Exhibits (Net)—Loss*.....	286.01*	
Permanent Funds—Net Income.....	49,622.41	
Rentals (Net)	2,181.68	
Sales of Publications.....	8,638.41	
American Education Week.....	1,811.96	
Sundry	2,745.92	
War and Peace Fund.....	23,683.68	805,917.00

OTHER INCREASES IN CASH BALANCE MAY 31,

Increases in Liabilities	1944	1945	
Vouchers Payable.....	\$15,990.40	\$ 18,405.54	
Due Associated Departments	56,949.91	58,677.01	
Special Funds	11,676.24	36,241.60	
War Savings Bonds and Group Hospitalization—Salary Deductions.....	1,635.50	4,080.05	
Withholding Tax Deductions	5,996.33	6,919.45	
Suspense	741.18	1,081.21	
	<u>\$92,989.56</u>	<u>\$125,404.86</u>	\$32,415.30

Decreases in Assets

Postdated Checks and Warrants	\$ 855.50	\$ 758.91	
Protested Checks (net)....	132.88	112.23	
Stamped Envelopes, Cards, Stamps	1,565.23	1,452.57	
	<u>\$ 2,553.61</u>	<u>\$ 2,323.71</u>	229.90

Adjustment of Postage and Stationery Inventories.....

505.46 33,150.66

TOTAL CASH ACCOUNT-
ABILITY\$1,254,447.96

Deduct:

CASH DISBURSEMENTS:

Board of Trustees.....	\$ 676.44
Elected Directors	14,422.41
Executive Committee Expenses.....	8,473.93
General Office Expenses.....	12,119.70
Physical Plant Expenses.....	62,846.26
Annual Conventions	4,014.30
Publications—Printing and Distribution.....	130,753.45
Departments	26,815.12

EXHIBIT "F"

Committees	\$ 24,769.91
Educational Policies Commission.....	22,500.00
National Commission for Defense of Democracy Through Education	19,639.09
Association Membership Dues.....	124.00
Expenses of Delegates	7,833.25
Retirement Annuities and Insurance.....	12,088.92
Divisions	323,134.80
Promotion and Maintenance of Membership.....	41,204.92
Executive Secretary's Contingent Fund.....	356.45
Operating Emergency Fund.....	13,810.88
War and Peace Fund.....	89,435.92
Purchase of Furniture and Fixtures.....	15,314.25
Transfer to Permanent Funds for Purchase of Bonds	50,000.00
	<u>\$880,334.00</u>

		BALANCE MAY 31,	
OTHER DECREASES IN CASH		1944	1945
Increases in Assets			
Accounts Receivable (Net) .	\$ 5,475.23	\$ 5,891.70	
Office Supplies	2,697.54	3,354.94	
Travel Advances	190.63	389.52	
	<u>\$ 8,363.40</u>	<u>\$ 9,636.16</u>	1,272.76
Decreases in Liabilities			
Reserve for Retirement Annuities	\$14,498.42	\$ 14,178.14	320.28
Uncollectible Accounts			
Charged-Off		13.00	\$ 881,940.04
CASH BALANCE MAY 31, 1945			
Treasurer		\$226,517.18	
War and Peace Fund.....		145,990.74	
		<u>\$ 372,507.92</u>	

AUDITOR'S CERTIFICATE

ON REPORT OF TREASURER

June 19, 1945.

Mr. F. L. Schlagle, President
National Education Association of the United States
1201—16th Street, N. W.
Washington, D. C.

Dear Sir:

We have examined the records of the secretary of your association for the fiscal year ended May 31, 1945, and have checked the cash transactions shown therein to the cash records of the association, and have found them in agreement. We hereby certify that the attached treasurer's report correctly reflects the cash transactions for the fiscal year ended May 31, 1945, and the cash balance at the close of business on that date.

Respectfully submitted,

WAYNE KENDRICK & COMPANY,

BY WAYNE KENDRICK,

Certified Public Accountant.

REPORT OF BOARD OF TRUSTEES

For the Year Ending May 31, 1946

Herewith is report of the Board of Trustees on the permanent funds and properties of the Association. Complete details of financial operations are included in the Report of the Auditor.

A comparison of the assets of the Permanent Fund of the Association and its departments as of May 31, 1945, and May 31, 1946, is as follows:

	May 31, 1945	May 31, 1946
Cash	\$ 5,337.30	\$ 3,181.93
Securities	240,538.82	290,553.31
Life Membership Notes—Less Reserve.....	63,827.06	59,433.72
Real Estate—Less Reserve.....	506,372.44	498,372.44
Parker Teacher Welfare Fund.....	12,560.46	12,785.46
Department of Elementary School Principals Fund	19,029.26	20,513.76
American Association of School Administra- tors Educational Research Fund.....	32,204.55	33,268.55
Department of Supervision and Curriculum Development Fund	2,378.00	4,470.00
American Association for Health, Physical Education and Recreation Fund.....	10,000.00	10,000.00
National Association of Deans of Women...	1,988.69	2,038.69
Net Assets of Permanent Funds.....	\$ 894,236.58	\$ 934,617.86
Reserve for Anticipated Loss on Life Mem- bership Notes	25,801.98	25,801.98
Reserve for Building Depreciation.....	127,108.06	135,108.06
Gross Assets of Permanent Funds.....	\$1,047,146.62	\$1,095,527.90

From the above it will be noted that the increase in the net assets during the year is in the amount of \$40,381.28 and that the gross assets have increased by \$48,381.28.

The Reserve for Building Depreciation is in the form of an actual investment in securities having book value of \$135,108.06 and market value in excess of this amount. Most of these securities are U. S. Government bonds.

During several years when the real estate was subject to a mortgage loan it seemed wise to clear that loan as rapidly as possible and to reduce the amount of interest payments thereon. All cash received from life memberships was used toward reduction of the mortgage loan. Following the clearance of the mortgage on January 30, 1942, the Board of Trustees authorized all payments from life memberships thereafter received for credit to the Permanent Fund, to be invested in securities which would be added to the Building Depreciation Account. It was provided that the depreciation should be at the rate of 2 percent of the cost of the buildings (but not the land) for each year of Association ownership. For the original Administration Building, purchased in 1920, the cost was set at \$50,000; for the addition thereto, built in 1930, \$325,000; for the garage building, purchased in 1937, \$20,000. The amount of annual depreciation, under this plan, is \$7900 and total depreciation to date, would be \$134,600. Having fully met the obligation under the reserve formula adopted, the smaller amount necessary to be applied in future years will allow a greater increase in the net assets.

The securities of the Association and its departments are on deposit in the vaults of the American Security and Trust Company of Washington. They have a total book or purchase value of \$371,632.87 and, as reported by the Auditor, a current market value of \$374,613.13. By action of the Board of Trustees access may be had only by the Chairman of the Board of Trustees and the Business Manager of the Association, jointly, and by the Executive Secretary of the Association serving for one or the other in the event of unavailability proven by proper certificate to the Trust Company. The securities are examined in detail annually by the Auditor.

The condition of the property of the Association is excellent. The plan for improvement and increase in interior lighting has been completed with a resulting improvement of working conditions and more complete utilization of floor space. The regular program of building maintenance has been carried on in spite of handicaps of shortage of manpower and materials.

The expanded activities of the Association have resulted in such full use of the Administration Building that it was necessary to rent space in a neighboring building owned by the American Chemical Society. Although this arrangement gave temporary relief to crowded conditions, it was so obvious that more space was needed immediately that action was taken by the Board of Trustees to take over the garage property for the educational purposes of the Association. Notice of termination of the lease was served February 19, 1946, and the Association took possession of the property for its own uses on June 21.

This building, which is of two stories, has approximately 15,000 square feet of space. It is to be used primarily for the Division of Records and the Mailing Section and approximately one-fourth of the space will be available for offices. The use of this building and the transfers thus possible from the Administration Building ought to meet the Association's space requirements for at least four or five years. The changes and improvements required to make this space comparable in comfort and convenience with that of the Administration Building involve obtaining of authorizations from the Civilian Production Administration. Decision of the C. P. A. is still pending at the time of writing this report.

Eventually a large addition must be made to the Administration Building, on the land now occupied by the garage. The Board of Trustees is giving careful consideration to the entire building program. There are large problems of financing involved. Undoubtedly this will require a revival of interest in life membership.

Attention is called to the report of the Auditor. It is recommended that this be read with care. While the Association has greatly enlarged its activities and has prospered financially during the past year, the problems of future financing require careful planning of projects and investments.

Following are statements showing activities in the Principal Account and the Income Account of the Permanent Fund.

PERMANENT FUND—PRINCIPAL ACCOUNT

Cash Report May 31, 1946

GENERAL FUNDS

Cash on hand, May 31, 1945.....	\$ 5,337.30		
Receipts from Life Memberships.....	<u>17,355.34</u>	\$22,692.64	
Other Receipts:			
Transfer of net income from operating account 1944-45.....	29,103.53		
Redemption of Terminal R.R. of St. Louis Bonds	<u>16,500.00</u>	45,603.53	\$68,296.17
Disbursements:			
Purchase of U. S. Treasury 2½% bonds 1967-72	65,064.49		
Adjustments—Life Memberships ...	45.00		
Exchange on foreign checks.....	<u>4.75</u>	65,114.24	
Cash Balance May 31, 1946....			\$3,181.93

PARKER TEACHER WELFARE FUND

Cash on hand May 31, 1945.....	56.71	
Receipts:		
Interest and dividends on Stocks and Bonds	<u>225.00</u>	
Cash Balance May 31, 1946....		281.71

AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS—
EDUCATIONAL RESEARCH FUND

Cash on hand May 31, 1945.....			\$ 273.23
Receipts:			
U. S. Savings Bonds Redeemed....	\$3,000.00		
Life Membership Receipts.....	240.00	3,240.00	\$3,513.23
Disbursements:			
Purchase U. S. Savings Bonds....			3,074.00
Cash Balance May 31, 1946....			\$ 439.23

DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS

Cash on hand May 31, 1945.....	\$ 296.28		
Receipts:			
Life Memberships	1,484.50	\$1,780.78	
Disbursements:			
Purchase U. S. Savings Bonds.....		740.00	
Cash Balance May 31, 1946....			1,040.78

DEPARTMENT OF SUPERVISION AND CURRICULUM DEVELOPMENT

Cash on hand May 15, 1945.....	\$ 128.00		
Transfer from operating account...	2,092.00		\$2,220.00
Disbursements:			
Purchase of U. S. Savings Bonds...			2,220.00

NATIONAL ASSOCIATION OF DEANS OF WOMEN

Cash on hand May 31, 1945.....	\$ 45.69		
Receipts:			
Life memberships	50.00		
Cash Balance May 31, 1946.....			\$ 95.69
Total Cash Balances, May 31, 1946			5,039.34
Deposited in American Security and Trust Company			\$5,039.34

PERMANENT FUND—INCOME ACCOUNT

Receipts:			
Interest on Bonds.....	\$ 7,427.00		
Interest on Bank Deposit.....	107.14		
Rent—Headquarters Building	43,000.00		
Rent—Garage Property	5,100.00		\$55,634.14
Disbursements:			
Building Repairs and Improvements	15,340.00		
Taxes—Garage Property	1,063.78		
Safe Deposit Box Rental.....	42.00		
Insurance—Additional	156.60		16,602.38
To Treasurer—Income 1945-46.....			\$39,031.76

The above income represents net earnings of 4.2 percent on the amounts invested in securities and real estate.

A full statement of the Permanent Fund is shown in the Report of the Auditor, Exhibit "D" and a complete schedule of securities owned in Exhibit "E."

On February 9, 1946, Joseph H. Saunders, Chairman of the Board of Trustees, passed away. He was a member of the Board for eighteen years and had served as Chairman since 1931. His broad experience, wise counsel, practical knowledge of Association affairs, and sympathetic understanding always were evident. The Association and the members of the Board have suffered an irreparable loss.

	E. G. DOUDNA, <i>Vice Chairman</i>
	FLORENCE HALE, <i>Secretary</i>
Board	MYRTLE HOOPER DAHL
of	F. L. SCHLAGLE
Trustees	

July 1, 1946.

REPORT OF AUDITORS

WAYNE KENDRICK & COMPANY

Certified Public Accountants

RUST BUILDING, WASHINGTON 5, D. C.

June 19, 1946.

Mr. F. L. Schlagle, President
National Education Association of the United States
1201 Sixteenth Street, N. W.
Washington, D. C.

Dear Sir:

We have examined the books and records of account of the National Education Association of the United States for the fiscal year ended May 31, 1946, and present herewith our report comprised of the following exhibits and comments:

Exhibit "A"—Statement of Assets and Liabilities as at May 31, 1946.

Exhibit "B"—Condensed Comparative Statement of Income and Expenses for the Fiscal Years Ended May 31, 1945 and 1946.

Exhibit "C"—Income and Expenses for the Fiscal Year Ended May 31, 1946.

Exhibit "D"—Assets of Permanent Funds as at May 31, 1946.

Exhibit "E"—Investments in Securities—Permanent Funds as at May 31, 1946.

Exhibit "F"—War and Peace Fund—Analysis of Receipts and Disbursements for the Fiscal Year Ended May 31, 1946.

Comments

Our examination involved primarily the verification of assets and liabilities of the association as at May 31, 1946, but we made sufficient tests of income and expense accounts to assure ourselves of the substantial accuracy thereof.

Cash in banks was verified by a comparison of all checks paid out of the "regular" account by the depository with amounts entered in the books of account and by a test of other accounts. We also inspected the checks as to payees and endorsements. All bank accounts were verified by direct correspondence with the depositories. Cash on hand was verified by actual count. Income checks of permanent funds were verified by inspection of the checks showing payments to the "regular" account.

Accounts receivable amounting to \$15,288.25 were verified by inspection of the individual accounts in the ledger and proof thereof with the control account.

Postdated checks in the amount of \$18.50 were verified by inspection. Such checks as were returned by the banks unpaid at maturity dates are included in protested checks.

Protested checks in the amount of \$226.70 were examined by us.

The reserve for doubtful accounts, covering accounts receivable for advertising, publications, exhibits, postdated checks, and protested checks is, in our opinion, sufficient to cover probable losses from the non-collection of these items.

State, county, and municipal warrants were verified by inspection.

Stamped envelopes, cards, and stamps, \$1,925.21, and office supplies, \$3,853.91, were inventoried by your staff, and an inspection and test-check was subsequently made by us to determine the reasonableness as to quantities and prices thereof. We also checked calculations and extensions of the larger items.

Office furniture and fixtures, \$56,934.02, is the net value shown by the records after deducting the reserve for depreciation amounting to \$72,539.89. We verified the additions made to this account during the year by inspection of purchase invoices. A physical inventory was made by your employees, which we examined and compared with a similar inventory as of May 31, 1945. We decreased the book value to the physical inventory by increasing the reserve for depreciation in the amount of \$6,637.61.

The building depreciation fund and the corresponding depreciation reserve were increased in the amount of \$8,000.00 during the current fiscal year, thus maintaining a reserve of approximately 2 per cent for each year of ownership of the buildings by the association, in accordance with an authorization of the board of trustees on January 30, 1942.

Notes receivable—life members, in the amount of \$85,235.70, as shown on exhibit “D”, were examined and found to be in agreement with the books. These are mainly non-negotiable installment notes given in payment of life memberships. While the reserve for anticipated loss amounting to \$25,801.98 appears sufficient to cover immediate requirements, it is our opinion that it should be increased. Delinquencies shown below amount to \$26,769.50, and based on past experience, it is our opinion that the reserve should be increased approximately \$15,000.00. Every effort should be made to collect the notes on hand as soon as possible, in order that the association may have the benefit of a small amount of income by investment of such funds to partially offset the cost of such life memberships.

The unpaid balances of life membership notes have been classified as follows:

	Number of Notes	Balance Due
Present Address Unknown.....	33	\$ 1,959.50
Delinquent—No Payment Received Within Three Years	325	21,670.00
Miscellaneous Status	20	1,384.00
To Be Canceled.....	28	1,756.00
Value of Current Notes with Payments Beginning:		
1936 to 1944, Inclusive.....	303	15,145.75
1945	81	3,716.00
1946	523	26,204.95
1947	285	13,399.50
Totals	1,598	\$85,235.70

In the course of our examination we also found that members who did not sign notes are making payments of life membership as follows:

	Number of Subscriptions	Amount Subscribed	Collected	Balance Unpaid
Active—Payments Made Currently	191	\$19,100.00	\$7,656.75	\$11,443.25
Delinquent	70	7,000.00	2,267.00	4,733.00
Totals	261	\$26,100.00	\$9,923.75	\$16,176.25

The balance of \$16,176.25 has not been entered on the books and is not included in the assets of the permanent funds.

All securities were verified by actual inspection on May 31, 1946, at the safe deposit vaults of the American Security and Trust Company. It will be noted from exhibit “E” that interest amounting to \$210.00 was received on the St. Louis and San Francisco Railroad Co. bonds during the year. Interest totaling \$363.10 on each \$1,000.00 face value of these bonds is in default for July, 1935, and subsequent periods, except for 1942 and 1943. The following summary shows the book value and approximate market value as at May 31, 1946, of the securities in the various funds of your association:

Fund	Book Value May 31, 1946	Market Value May 31, 1946
General	\$155,305.76	\$160,794.68
General—Reserved for Building Fund.....	135,108.06	126,858.40
Parker Teacher Welfare.....	12,503.75	13,924.20
Elementary School Principals.....	19,472.98	21,108.86
American Association of School Administrators.....	32,829.32	34,891.79
Supervision and Curriculum Development.....	4,470.00	4,980.00
American Association for Health, Physical Education, and Recreation.....	10,000.00	9,840.00
National Association of Deans of Women.....	1,943.00	2,215.20
Totals	<u>\$371,632.87</u>	<u>\$374,613.13</u>

It will be noted from exhibit "A" that the total net equity value of the permanent funds assets was \$934,617.86 at May 31, 1946, as compared to \$894,236.58 at May 31, 1945. The increase is accounted for as follows:

Net Equity Value at May 31, 1945—

Per Prior Audit Report..... \$894,236.58

Add:

Increases in the Following:

General Fund

Life Membership Net Income.....	\$12,912.25	
Transfer from General Surplus.....	29,103.53	
Premium on Terminal Railroad Association of St. Louis Bonds Redeemed.....	1,450.00	
American Association of School Administrators	1,064.00	
Elementary School Principals Fund.....	1,484.50	
Supervision and Curriculum Development....	2,092.00	
National Association of Deans of Women.....	50.00	
Parker Teacher Welfare Fund.....	225.00	
	<u>48,381.28</u>	
		<u>\$942,617.86</u>

Deduct:

Increase in Reserve for Depreciation on Building
(See Prior Comment)..... 8,000.00

Net Equity Value May 31, 1946..... \$934,617.86

Vouchers payable in the amount of \$945.80 were verified by inspection of invoices and statements from creditors and by examination of the accounts in the voucher register. We also ascertained from the cash book that none of these liabilities had been paid previously. We were advised by the business division that there were no unrecorded purchases involving obligations for the fiscal year ended May 31, 1946.

Amounts due to associated departments were accepted as shown by the books. The total shown on exhibit "A" is comprised of amounts due to or from departments as follows:

American Association for Health, Physical Education, and Recreation	\$20,339.95
American Association of School Administrators.....	15,204.31
American Educational Research Association.....	12,744.37
Department of Business Education.....	1,594.04
Department of Elementary School Principals.....	14,886.94
Department of Rural Education.....	1,893.49
National Science Teachers Association.....	4,778.93
National Science Teachers Association—Group Membership	600.00
Department of Supervision and Curriculum Development..	4,136.13

Department of Home Economics.....		\$1,470.45
Department of Visual Instruction.....		1,270.33
National Association of Deans of Women.....		2,170.49
National Council for Social Studies.....		1,021.76
National Council for Social Studies—Reserve Fund.....		2,370.75
Resource Units—Secondary School Principals and Social Studies		7,936.59
		<u>\$92,418.53</u>
Less: Overdrawn		
Department of Adult Education.....	\$ 597.40	
Veterans Education Council.....	60.78	
Department of Art Education.....	72.82	
Department of Lip Reading.....	434.67	
National Association of Secondary School Principals.....	3,725.84	
National Association of Secondary School Principals—Con- sumer Education Study.....	2,682.75	7,574.26
		<u>\$84,844.27</u>

Included in the liability section of the statement of assets and liabilities are unexpended balances of special funds received for the support of the following:

Horace Mann—Hugh Birch Fund.....	\$16,603.30
Safety Education Project.....	10,390.87
Audio-Visual Project	950.00
National Committee for Determining Teacher Qualifications in Art.....	5,000.00
National Council on Teacher Retirement.....	1,353.79
Department of State Americanization School Project.....	3,881.04
Federal Aid for Negro Education in Mississippi.....	473.26
Tours and Vacation Centers.....	17,360.37
	<u>\$56,012.63</u>

Suspense, shown in the liability section of exhibit "A", in the amount of \$367.40 is comprised of cash received from various sources from memberships, etc., carried in this account until information is received showing the proper accounts to be credited.

A comparative summary of budgeted and actual expenditures showing the amounts under or over the budget figures is shown below:

	Actual Expenditures	Budget Allowance	Over* or Under Budget
Board of Trustees.....	\$ 33.66	\$ 700.00	\$ 666.34
Elected Directors	9,576.23	20,000.00	10,423.77
Executive Committee Expenses.....	9,580.37	9,000.00	580.37*
General Office Expenses.....	13,217.26	12,780.00	437.26*
Physical Plant Expenses.....	66,222.51	67,200.00	977.49
Annual Conventions	351.38	500.00	148.62
Journal of the N. E. A.....	198,739.46	130,000.00	68,739.46*
Other Publications	24,359.30	30,800.00	6,440.70
Departments	31,486.37	36,470.00	4,983.63
Committees	40,291.86	42,500.00	2,208.14
Educational Policies Commission.....	44,613.32	51,600.00	6,986.68
National Commission for Defense of De- mocracy Through Education.....	26,709.19	31,935.00	5,225.81
Association Membership Fees.....	130.00	125.00	5.00*
Expenses of Delegates.....			
Retirement Annuities and Insurance.....	16,581.43	12,300.00	4,281.43*

Executive Secretary's Office.....	\$ 37,168.98	\$ 48,221.00	\$ 11,052.02
Publicity Section	15,353.59	16,732.00	1,378.41
Division of Accounts.....	18,163.05	22,275.00	4,115.95
Division of Field.....	14,429.30	16,896.00	2,466.70
Division of Business.....	28,027.58	31,063.00	3,035.42
Division of Publications.....	57,222.83	56,107.00	1,115.83*
Division of Research.....	78,357.54	87,937.00	9,579.46
Division of Records.....	56,565.54	64,905.00	8,339.46
Division of Administrative Service.....	18,381.00	18,370.00	11.00*
Division of Membership.....	12,656.41	14,817.00	2,160.59
Promotion and Maintenance of Membership	48,510.47	45,000.00	3,510.47*
Division of Rural Service.....	25,331.79	26,142.00	810.21
Division of Legislative and Federal Relations	36,075.74	49,705.00	13,629.26
Division of Adult Education.....	9,118.01	9,000.00	118.01*
Division of Audio-Visual Aids.....	3,520.57	4,000.00	479.43
Executive Secretary's Contingent Fund...	494.50	500.00	5.50
Operating Emergency Fund.....	46,899.45	141,800.00	94,900.55
Totals	<u>\$988,168.69</u>	<u>\$1,099,380.00</u>	<u>\$111,211.31</u>

The cash value of the retirement annuities insurance policies owned by the association on the lives of its employees is not carried on the books. The cash surrender value of all policies issued under this plan as at May 31, 1946, aggregated \$288,645.13. On the basis of the salary savings plan, if all employees were separated from the service by resignation, they would receive \$205,349.06 thereof, and the association would retain \$83,296.07. However, if an employee dies while still in the service of the association, the full cash value of his policies is payable to such employee or his estate.

The total aggregate value at May 31, 1946, is \$2,483.03 more than at May 31, 1945. This increase is after elimination of \$10,258.78 through policies withdrawn for resigning employees.

When policies have been surrendered for the cash values, the excess over the amounts refunded to resigning employees has been deposited in the bank. These funds have been credited to reserve for retirement annuities, against which charges are being made for special payments to retired employees.

Prepaid subscriptions and memberships have been treated as income at the time received. Such items as prepaid insurance, and other expenses, etc., have been treated as expenses at the time the invoices therefor were received.

The following is a summary of the permanent funds income account for the current year:

Income

Interest on Deposits.....	\$ 107.14
Interest on Bonds.....	7,427.00
Rent from N. E. A. for Use of Headquarters Building...	43,000.00
Rent from Garage Property.....	5,100.00

Total Income	<u>\$55,634.14</u>
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Deduct:

Expenditures

Installation of Electric Lights.....	\$ 13,607.00
Installation of Acoustic Tile.....	990.00
Taxes on Garage Property.....	1,063.78
Insurance on Buildings—Additional.....	156.60
Rental of Safe Deposit Box.....	42.00
Construction of Partitions.....	743.00
	<u>16,602.38</u>

Balance Transferred to Treasurer of National Education Association of the United States.....	\$39,031.76
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An analysis of the War and Peace Fund for the current fiscal year is shown on exhibit "F".

Insurance and fidelity bond policies now in effect were examined by us as follows:

	Coverage
Elevator—Public Liability	\$ 10,000.00—\$20,000.00
Boiler Explosion	50,000.00
Building Contents—Fire	34,000.00
Workmen's Compensation	Complete
Messenger Robbery	7,500.00
Building	
Fire	316,000.00
Rental Value of Garage.....	5,100.00
Fidelity Bond Covering All Officers and Employees—	
Maximum	75,000.00

Subject to the foregoing comments, we hereby certify that, in our opinion, the attached statement of assets and liabilities, marked exhibit "A", reflects the true financial condition of the National Education Association of the United States as at May 31, 1946.

Respectfully submitted,
WAYNE KENDRICK & COMPANY,
By WAYNE KENDRICK,
Certified Public Accountant.

STATEMENT OF ASSETS AND LIABILITIES
AS AT MAY 31, 1946

EXHIBIT "A"

Assets

GENERAL ACCOUNTS

Cash—On Deposit, in Transit, and on Hand		
Special Account.....	\$	27,040.41
Regular Account		
Associated Departments Funds.....	\$	84,844.27
Reserve for Retirement Annuities.....		16,994.59
General Funds	198,279.73	300,118.59
War and Peace Fund.....		130,820.97
Petty Cash		500.00
Foreign Checks—Deposited for Collection....		73.40
Total Cash	\$	458,553.37
Accounts Receivable		
Advertising, Publications, Exhibits, Etc.....	\$	15,288.25
Postdated Checks		18.50
Protested Checks		226.70
	\$	15,533.45
Less: Reserve for Doubtful Accounts.....	548.16	14,985.29
State, County, and Municipal Warrants.....		947.25
Inventories		
Stamped Envelopes, Cards, and Stamps.....	\$	1,925.21

EXHIBIT "A"

Office Supplies	\$ 3,853.91	
Volumes of Proceedings and Publications (Nominal Value)	500.00	\$ 6,279.12
Travel Advances		155.00
Office Furniture and Fixtures.....	\$129,473.91	
Less: Reserve for Depreciation.....	72,539.89	56,934.02
TOTAL GENERAL ACCOUNTS ASSETS.....		\$ 537,854.05
PERMANENT FUNDS ASSETS—From Exhibit "D" (Net)		934,617.86
TOTAL ASSETS		\$1,472,471.91

Liabilities and Net Worth

LIABILITIES

Vouchers Payable	\$ 945.80	
War and Peace Fund—From Exhibit "F".....	130,820.97	
Due Associated Departments—See Comments.....	84,844.27	
Unexpended Balances of Special Funds—See Comments	56,012.63	
War Savings Bonds and Group Hospitalization—Salary Deductions	1,682.00	
Withholding Tax Deductions.....	7,389.30	
Suspense	367.40	\$ 282,062.37
NET WORTH REPRESENTED BY		
Permanent Funds—Shown in Detail on Exhibit "D"....		934,617.86
Reserve for Retirement Annuities.....		16,994.59
Surplus		
Balance June 1, 1945—Per Prior Audit Report.....	\$123,291.88	
Add:		
Net Income for the Fiscal Year Ended May 31, 1946		
From Exhibit "B".....	144,608.74	
	267,900.62	
Deduct: Amount Transferred to Permanent Funds (General)	29,103.53	238,797.09
TOTAL LIABILITIES AND NET WORTH.....		\$1,472,471.91

CONDENSED COMPARATIVE STATEMENT OF INCOME AND EXPENSES
FOR THE FISCAL YEARS ENDED MAY 31, 1945 AND 1946

EXHIBIT "B"

	Fiscal Years Ended May 31,		1946 Increase or Decrease Over 1945
	1945	1946	
INCOME—From Exhibit "C"			
Permanent Funds—Net Income.....	\$ 49,622.41	\$ 39,031.76	\$ 10,590.65
Memberships	331,711.29	662,071.21	330,359.92
Journal of the N. E. A.—Subscriptions...	320,960.82	330,748.96	9,788.14

EXHIBIT "B"

Journal of the N. E. A.—Advertising....	\$ 61,828.69	\$ 75,021.73	\$ 13,193.04	
Convention Exhibits (Net).....	286.01(a)	13,764.45	14,050.46	
Research Bulletins—Subscriptions	3,018.15	3,664.00	645.85	
Rentals (Net)	2,181.68	1,330.68	851.00	
Sales of Publications.....	8,638.41	10,908.51	2,270.10	
American Education Week.....	1,811.96	1,093.95	718.01	
Sundry	2,745.92	1,424.06	1,321.86	
TOTAL INCOME—From Exhibit “C”....	<u>\$782,233.32</u>	<u>\$1,139,059.31</u>	<u>\$356,825.99</u>	
Deduct:				
OPERATING EXPENSES—From Exhibit “C”				
Board of Trustees.....Schedule “B-1”	\$ 676.44	\$ 33.66	\$ 642.78	
Elected Directors	Schedule “B-1”	14,422.41	9,576.23	4,846.18
Executive Committee				
Expenses	Schedule “B-1”	8,473.93	9,580.37	1,106.44
General Office Expenses..	Schedule “B-2”	12,119.70	13,217.26	1,097.56
Physical Plant Expenses..	Schedule “B-3”	62,846.26	66,222.51	3,376.25
Annual Conventions	Schedule “B-4”	4,014.30	351.38	3,662.92
Publications—Printing				
and Distribution	Schedule “B-5”	130,753.45	223,098.76	92,345.31
Departments	Schedule “B-6”	26,815.12	31,486.37	4,671.25
Committees	Schedule “B-7”	24,769.91	40,291.86	15,521.95
Educational Policies				
Commission	Schedule “B-8”	22,500.00	44,613.32	22,113.32
National Commission for				
Defense of Democracy				
Through Education....	Schedule “B-9”	19,639.09	26,709.19	7,070.10
Association Membership				
Fees	Schedule “B-10”	124.00	130.00	6.00
Expenses of Delegates...	Schedule “B-11”	7,833.25	.....	7,833.25
Retirement Annuities and				
Insurance	Schedule “B-12”	12,088.92	16,581.43	4,492.51
Executive Secretary’s				
Office	Schedule “B-13”	32,539.05	37,168.98	4,629.93
Publicity Section	Schedule “B-14”	13,037.84	15,353.59	2,315.75
Division of Accounts.....	Schedule “B-15”	66,398.50	18,163.05	8,330.09
Division of Records.....	Schedule “B-20”		56,565.54	
Division of Field.....	Schedule “B-16”	13,752.27	14,429.30	677.03
Division of Business.....	Schedule “B-17”	25,904.15	28,027.58	2,123.43
Division of Publications..	Schedule “B-18”	39,613.89	57,222.83	17,608.94
Division of Research.....	Schedule “B-19”	69,005.29	78,357.54	9,352.25
Division of Administrative				
Service	Schedule “B-21”	10,841.40	18,381.00	7,539.60
Division of Membership..	Schedule “B-22”	12,933.03	12,656.41	276.62
Promotion and Maintenance				
of Membership	Schedule “B-23”	41,204.92	48,510.47	7,305.55
Division of Rural Service..	Schedule “B-24”	13,094.86	25,331.79	12,236.93

EXHIBIT "B"

	Fiscal Years Ended		1946
	May 31,		Increase or
	1945	1946	Decrease
Division of Legislative			Over 1945
and Federal Relations.. Schedule "B-25"	\$26,014.52	\$36,075.74	\$10,061.22

(a) Debit item.

EXHIBIT "B"

Division of Adult Education	Schedule "B-26"	\$9,118.01	\$9,118.01
Division of Audio-Visual Aids	Schedule "B-27"	3,520.57	3,520.57
Executive Secretary's Contingent Fund	Schedule "B-28" \$ 356.45	494.50	138.05
Operating Emergency Fund	Schedule "B-29" 13,810.88	46,899.45	33,088.57
TOTAL OPERATING EXPENSES—			
From Exhibit "C"	\$725,583.83	\$ 988,168.69	\$262,584.86
NET INCOME BEFORE ADJUSTMENT OF INVENTORIES, PROVISION FOR BAD DEBTS AND PROTESTED CHECKS, DEPRECIATION, AND 1945 MOTION PICTURE FILM APPROPRIATION—			
From Exhibit "C"	\$ 56,649.49	\$ 150,890.62	\$ 94,241.13
Deduct:			
Adjustment of Postage and Stationery Inventories	\$ 505.46 (b)	\$ 355.73 (b)	\$ 149.73
Provisions for Bad Debts and Protested Checks	13.00		13.00
Depreciation on Office Furniture and Fixtures	3,038.42	6,637.61	3,599.19
Motion Picture Film Appropriation	25,000.00		25,000.00
	\$ 27,545.96	\$ 6,281.88	\$ 21,264.08
NET INCOME FROM OPERATIONS FOR THE FISCAL YEARS ENDED MAY 31, 1945 AND 1946			
	\$ 29,103.53	\$ 144,608.74	\$115,505.21

EXHIBIT "A"

INCOME AND EXPENSES

FOR THE FISCAL YEAR ENDED MAY 31, 1946

EXHIBIT "C"

INCOME

Permanent Funds—Net Income	\$ 39,031.76
Memberships from Secretary's Office	662,071.21
Journal of the N. E. A.	
Subscriptions (Part of Membership Dues)	\$330,748.96
Advertising	75,021.73
Convention Exhibits (Net)	405,770.69
Research Bulletins—Subscriptions	13,764.45
Rentals (Net)	3,664.00
Sales of Publications	1,330.68
American Education Week	10,908.51
Sundry	1,093.95
	1,424.06
TOTAL INCOME—To Exhibit "B"	\$1,139,059.31

(b) Credit items.

EXHIBIT "C"

Deduct:

OPERATING EXPENSES

Schedule "B-1"

Board of Trustees.....	\$	33.66	
Elected Directors		9,576.23	
Executive Committee Expenses.....		9,580.37	\$ 19,190.26

Schedule "B-2"

General Office Expenses			
Insurance and Surety Bonds.....	\$	1,250.78	
Express, Freight, and General.....		2,885.76	
Interest and Discounts Allowed.....		1,848.82	
Telephone Service		3,256.47	
Operators and Information.....		3,975.43	13,217.26

Schedule "B-3"

Physical Plant Expense			
Heat, Light, and Power.....	\$	4,202.53	
Janitor Service		14,007.67	
Maintenance		3,612.31	
Rent		44,400.00	66,222.51

Schedule "B-4"

Annual Conventions			351.38
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Schedule "B-5"

Publications—Printing and Distribution			
Journal of the N. E. A.....	\$198,739.46		
Other Publications			
Volume of Proceedings.....	\$	17.68	
Publications and Reports.....		1,298.06	
Research Bulletins		3,663.04	
Leaders Letter		10,168.16	
Publication for Laymen.....		9,212.36	24,359.30
			223,098.76

Schedule "B-6"

Departments			
Kindergarten—Primary Education	\$	7.32	
Adult Education		400.00	
Classroom Teachers		23,238.94	
Science Instruction		4,450.00	
Secondary Teachers		399.73	
Business Education		2,625.00	
American Industrial Arts Association.....		283.75	
Emergency Needs of Other Departments.....		81.63	\$ 31,486.37

Schedule "B-7"

Committees			
Retirement (National Council).....	\$	1,070.36	
Tax Education		1,088.75	
Tenure		3,561.05	

EXHIBIT "C"

Joint Committee on Health Problems.....	\$ 634.48	
Legislative	16,907.32	
Cooperation with American Legion.....	110.91	
Cooperation with American Teachers Association....	776.65	
Credit Unions	997.86	
Ethics	1,138.77	
Equal Opportunity .....	.....
Teacher Preparation and Certification	1,806.71	
Library	3.00	
Citizenship	8,655.63	
Cooperation with National Congress—Parents and Teachers	895.28	
International Relations	2,645.09	\$ 40,291.86
<i>Schedule "B-8"</i>		
Educational Policies Commission		44,613.32
<i>Schedule "B-9"</i>		
National Commission for Defense of Democracy Through Education		26,709.19
<i>Schedule "B-10"</i>		
Association Membership Fees		130.00
<i>Schedule "B-11"</i>		
Expenses of Delegates .....		.....
<i>Schedule "B-12"</i>		
Retirement Annuities and Insurance		16,581.43
<i>Schedule "B-13"</i>		
Executive Secretary's Office		
Salaries and Wages.....	\$ 33,627.01	
Travel Expenses	933.73	
Other Expenses	2,408.24	37,168.98
<i>Schedule "B-14"</i>		
Publicity Section		
Salaries and Wages	\$ 11,299.29	
Travel Expenses	2,110.21	
Photographs and Cuts	331.49	
Radio Broadcasting	216.89	
Other Expenses	1,395.71	\$ 15,353.59
<i>Schedule "B-15"</i>		
Division of Accounts		
Salaries and Wages	\$ 16,923.78	
Other Expenses	1,239.27	18,163.05
<i>Schedule "B-16"</i>		
Division of Field		
Salaries and Wages	\$ 12,681.96	
Travel Expenses	1,252.69	
Other Expenses	494.65	14,429.30

EXHIBIT "C"

Schedule "B-17"

Division of Business		
Salaries and Wages	\$ 24,398.74	
Travel Expenses	969.00	
Advertising	110.25	
Mailing Section	1,437.22	
Multigraph Section	119.72	
Other Expenses	992.65	\$ 28,027.58

Schedule "B-18"

Division of Publications		
Salaries and Wages	\$ 52,871.41	
Travel Expenses	1,271.41	
Cuts, Leaflets, and Packets	980.39	
Photographs and Cuts	86.52	
Other Expenses	2,013.10	57,222.83

Schedule "B-19"

Division of Research		
Salaries and Wages	\$ 71,615.63	
Travel Expenses	1,156.27	
Charts, Tables, and Legislative Reference Service...	1,358.42	
Library	936.51	
Other Expenses	3,290.71	78,357.54

Schedule "B-20"

Division of Records		
Salaries and Wages	\$ 53,901.97	
Travel Expenses	95.79	
Graphotype Supplies and Addressograph Operation	1,748.04	
Other Expenses	819.74	56,565.54

Schedule "B-21"

Division of Administrative Service		
Salaries and Wages	\$ 13,472.46	
Travel Expenses	29.63	
Other Expenses	4,878.91	18,381.00

Schedule "B-22"

Division of Membership		
Salaries and Wages	\$ 11,733.72	
Travel Expenses	671.13	
Other Expenses	251.56	12,656.41

Schedule "B-23"

Promotion and Maintenance of Membership.....	48,510.47
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Schedule "B-24"

Division of Rural Service		
Salaries and Wages	\$ 19,463.70	
Travel Expenses	5,230.85	
Other Expenses	637.24	25,331.79

EXHIBIT "C"

Schedule "B-25"

Division of Legislative and Federal Relations		
Salaries and Wages	\$ 30,112.39	
Travel Expenses	2,686.43	
Other Expenses	3,276.92	36,075.74

Schedule "B-26"

Division of Adult Education		
Salaries and Wages	\$ 6,428.99	
Travel Expenses	1,578.69	
Other Expenses	1,110.33	9,118.01

Schedule "B-27"

Division of Audio-Visual Aids		
Salaries and Wages	\$ 1,600.52	
Travel Expenses	1,415.80	
Other Expenses	504.25	3,520.57

Schedule "B-28"

Executive Secretary's Contingent Fund	494.50
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Schedule "B-29"

Operating Emergency Fund		
Handbook and History	\$ 7,197.03	
Travel Service	9,293.57	
Department of Higher Education	19,160.71	
Department of Higher Education—Deficit	5,438.85	
Group Hospitalization	873.35	
Educational Press Association	100.00	
State Association Secretaries Conference.....	2,000.00	
Motion Picture Film Appropriation—Additional....	2,835.94	\$ 46,899.45
TOTAL OPERATING EXPENSES—To Exhibit "B"...		\$ 988,168.69
NET INCOME BEFORE ADJUSTMENT OF INVENTORIES AND DEPRECIATION—To Exhibit "B"...		\$ 150,890.62

ASSETS OF PERMANENT FUNDS

AS AT MAY 31, 1946

EXHIBIT "D"

GENERAL FUND

Cash	\$ 3,181.93
Notes Receivable—Life Members	\$ 85,235.70
Less: Reserve for Anticipated Loss	25,801.98
Investments in Securities	
General Fund—From Exhibit "E"	155,305.76
General Fund—Reserved for Building Fund—From Exhibit "E"	135,108.06
Accrued Interest Purchased	139.49
General Office Building Improvements	\$375,000.00
Garage Building	20,000.00
	395,000.00

EXHIBIT "D"

Deduct:		
Reserve for Depreciation	135,108.06	
	<u>\$259,891.94</u>	
Land	238,480.50	498,372.44
	<u> </u>	<u> </u>
TOTAL GENERAL FUND		\$851,541.40
AMERICAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION AND RECREATION		
Investments in Securities—From Exhibit "E"		10,000.00
AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS		
Cash	\$ 439.23	
Investments in Securities—From Exhibit "E"	32,829.32	33,268.55
	<u> </u>	<u> </u>
ELEMENTARY SCHOOL PRINCIPALS FUND		
Cash	\$ 1,040.78	
Investments in Securities—From Exhibit "E"	19,472.98	20,513.76
	<u> </u>	<u> </u>
SUPERVISION AND CURRICULUM DEVELOPMENT		
Investments in Securities—From Exhibit "E"		4,470.00
NATIONAL ASSOCIATION OF DEANS OF WOMEN		
Cash	\$ 95.69	
Investments in Securities—From Exhibit "E"	1,943.00	2,038.69
	<u> </u>	<u> </u>
PARKER TEACHER WELFARE FUND		
Cash	\$ 281.71	
Investments in Securities—From Exhibit "E"	12,503.75	12,785.46
	<u> </u>	<u> </u>
TOTAL PERMANENT FUNDS ASSETS—To Exhibit "A"		<u>\$934,617.86</u>

NOTE: All investments in securities shown above are stated at book value.

INVESTMENTS IN SECURITIES—PERMANENT FUNDS
AS AT MAY 31, 1946

EXHIBIT "E"

	Face Value	Book Value	Income Collected for Fiscal Year 1945-1946
GENERAL FUND			
City of Monessen, Pennsylvania, 4½%, Due 8-1-51	\$ 5,000.00	\$ 5,206.39	\$ 225.00
County of Columbus, North Carolina, 5%, Due 1-1-54	5,000.00	5,470.75	250.00
City of Newport News, Virginia, 4½%, Due 6-1-48	1,000.00	892.50	45.00

EXHIBIT "E"

St. Louis and San Francisco Railroad Co., Prior Lien, 4%, Due 7-1-50 (Certificate of Deposit)	\$ 5,250.00	\$ 4,331.25	\$ 210.00
Atlantic Coast Line Railroad Co., 1st Con- solidated Mortgage, 4%, Due 7-1-52....	10,000.00	9,600.00	400.00
Baltimore and Ohio Railroad Company (Pittsburgh, Lake Erie, and West Vir- ginia System) Refunding Mortgage, 4%, Due 11-1-51	20,000.00	19,942.50	800.00
Chicago, Indiana, and Southern Railway Co., 4%, Due 1-1-56.....	10,000.00	9,500.00	400.00
Terminal Railroad Association of St. Louis, General Mortgage, 4%, Due 1-1-53.....	(Redeemed)		600.00
Metropolitan Water District of Southern California, Colorado River Waterworks, 4¼%, Due 2-1-70	8,000.00	9,027.37	340.00
City of New York—Corporate Stock (Bonds), Transit Unification, 3%, Due 6-1-80	1,900.00	1,900.00	57.00
U. S. Treasury Bonds			
Savings, Series C, Due 4-1-48.....	1,000.00*	810.00	.....
Defense, Series G, 2½%, Due 2-1-54.....	31,700.00	31,700.00	792.50
2½%, Due December 15, 1967-72.....	56,500.00	56,925.00	.....
TOTALS	<u>\$155,350.00</u>	<u>\$155,305.76</u>	<u>\$ 4,119.50</u>

EXHIBIT "D"

GENERAL FUND—RESERVED FOR
BUILDING FUND

Buffalo Sewer Authority, 3¼%, Due 11-1-57	\$ 5,000.00	\$ 4,974.86	\$ 162.50
City of New York Corporate Stock—(Bonds) (Water), 3%, Due 2-1-79.....	10,000.00	9,947.50	300.00
City of Los Angeles—High School District, 3½%, Due 1-1-57	5,000.00	5,385.70	175.00
U. S. Treasury Bonds			
Defense, Series G, 2½%, Due 6-1-54 to 4-1-57	106,800.00	106,800.00	2,670.00
2½%, Due December 15, 1967-72.....	8,000.00	8,000.00	.....
TOTALS	<u>\$134,800.00</u>	<u>\$135,108.06</u>	<u>\$ 3,307.50</u>

EXHIBIT "D"

AMERICAN ASSOCIATION FOR HEALTH,
PHYSICAL EDUCATION AND
RECREATION

Port of New York Authority, 3%, Due 12-15-76	\$ 2,000.00	\$ 2,000.00	\$ 60.00
U. S. Treasury Bonds, Defense, Series G, 2½%, Due 7-1-53 and 5-1-55	8,000.00	8,000.00	200.00
TOTALS	<u>\$ 10,000.00</u>	<u>\$ 10,000.00</u>	<u>\$ 260.00</u>

EXHIBIT "D"

EXHIBIT "E"

Income
Collected for
Fiscal Year
1945-1946

	Face Value	Book Value	
AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS			
Newport News, City Street Improvement and Sewerage Construction, 5½%, Due 12-1-50	\$11,000.00	\$ 11,285.00	\$ 605.00
City of Portsmouth, Virginia, Waterworks, 5%, Due 12-1-48	3,000.00	3,160.51	150.00
Port of New York Authority, 3%, Due 12-15-76	2,000.00	2,017.50	60.00
City of New York Corporate Stock (Bonds), Transit Unification, 3%, Due 6-1-80.....	500.00	498.75	15.00
South Carolina Highway Certificates of Indebtedness, 4¾%, Due 12-1-46.....	2,000.00	2,077.28	95.00
U. S. Treasury Bonds			
Savings, Series F, Due 5-1-57 and 1-1-58.	200.00*	148.00	.....
27⁄8%, Due 1955-60	150.00	150.00	4.31
2¾%, Due 1956-59	3,000.00	3,092.28	82.50
Defense, Series G, 2½%, Due 12-1-53 to 1-1-58	10,400.00	10,400.00	185.00
TOTALS	\$ 32,250.00	\$ 32,829.32	\$ 1,196.81

EXHIBIT "D"

ELEMENTARY SCHOOL PRINCIPALS FUND

Newport News, City Street Improvement and Sewerage Construction, 5½%, Due 12-1-50	\$ 5,000.00	\$ 5,000.00	\$ 275.00
City of Portsmouth, Virginia, Waterworks, 5%, Due 12-1-48	1,000.00	1,053.49	50.00
Metropolitan Water District of Southern California, Colorado River Waterworks, 4¼%, Due 2-1-70	2,000.00	2,256.85	85.00
City of New York Corporate Stock (Bonds), Transit Unification, 3%, Due 6-1-80.....	1,000.00	997.50	30.00
U. S. Treasury Bonds			
2¾%, Due 1956-1959.....	1,500.00	1,546.14	41.25
Savings, Series F, Due 7-1-54 to 4-1-58...	4,350.00*	3,219.00	.....
Defense, Series G, 2½%, Due 12-1-53 to 4-1-57	5,400.00	5,400.00	135.00
TOTALS	\$ 20,250.00	\$ 19,472.98	\$ 616.25

EXHIBIT "D"

SUPERVISION AND CURRICULUM DEVELOPMENT

U. S. Treasury Bonds			
Savings, Series C, Due 4-1-48.....	\$ 3,000.00*	\$ 2,250.00	.....
Savings, Series F, Due 5-1-58.....	3,000.00*	2,220.00	.....
TOTALS	\$ 6,000.00	\$ 4,470.00	.....

EXHIBIT "D"

EXHIBIT "E"

	Face Value	Book Value	Income Collected for Fiscal Year 1945-1946
NATIONAL ASSOCIATION OF DEANS OF WOMEN			
U. S. Treasury Bonds			
Savings, Series D, Due 5-1-49.....	\$ 1,900.00*	\$ 1,425.00	.....
Savings, Series F, Due 1-1-54.....	700.00*	518.00	.....
TOTALS	<u>\$ 2,600.00</u>	<u>\$ 1,943.00</u>	<u>.....</u>

EXHIBIT "D"

PARKER TEACHER WELFARE FUND

Port of New York Authority, 3%, Due 12-15-76	\$ 1,000.00	\$ 1,008.75	\$ 30.00
City of New York Corporate Stock (Bonds), Transit Unification, 3%, Due 6-1-80.....	2,000.00	1,995.00	60.00
208 South LaSalle Street Corporation, Chi- cago, Illinois, Common Stock, 10 Shares, No Par, Stated Value \$50.00.....	500.00	500.00	22.50
U. S. Treasury Bonds			
Savings, Series C, Due 4-1-48.....	6,000.00*	4,500.00	.....
Defense, Series G, 2½%, Due 12-1-53 to 4-1-57	4,500.00	4,500.00	112.50
TOTALS	<u>\$ 14,000.00</u>	<u>\$ 12,503.75</u>	<u>\$ 225.00</u>

EXHIBIT "D"

NOTE: The Parker Teacher Welfare Fund also has a one-half interest in 192-8/10 acres of land in Burleigh County, North Dakota. Since the value of this land is very doubtful, no amount therefor has been recorded on the books.

*Maturity value

WAR AND PEACE FUND
ANALYSIS OF RECEIPTS AND DISBURSEMENTS

FOR THE FISCAL YEAR ENDED MAY 31, 1946

EXHIBIT "F"

BALANCE JUNE 1, 1945—Per Prior Audit Report	\$145,990.74
Add:	
RECEIPTS FOR FISCAL YEAR ENDED MAY 31, 1946	5,408.91
TOTAL ACCOUNTABILITY	<u>\$151,399.65</u>

Deduct:

DISBURSEMENTS

Special Projects

Educational Policies Commission

Salaries, Services, and Travel\$ 466.04

Printing 142.32

EXHIBIT "F"

Postage and Mailing Service.....	\$	4.98		
Express and Hauling		14.54		
Other Services Rendered (Reporting, Etc.)		12.46		
Telephone and Telegraph .....		.58	\$	640.92
<hr/>				
Secretary's Emergency Fund				
Bulletins and Printing	\$	478.30		
Postage and Mailing Service		284.39		
Telephone and Telegraph, and Multi-graph Service		12.02		
Stationery and Office Supplies		101.05		875.76
<hr/>				
Defense Commission Investigations				
Salaries and Services	\$	257.34		
Stationery and Printing		835.76		
Postage and Mailing Service		118.06		
Express and Hauling		1.85		
Telephone and Telegraph		10.18		
Publications Purchased		52.33		1,275.52
<hr/>				
Educational and Federal Relations				
Salaries, Services, and Travel				616.98
Rural Education				
Salaries and Travel	\$	3,941.64		
Printing		2,983.25		
Postage and Mailing Service		76.25		
Stationery and Printing		11.01		
Multigraph Service		10.61		
Telephone and Telegraph		31.92		
Express and Hauling		1.68		7,056.36
<hr/>				
Community Conferences				
Salaries and Travel	\$	5,296.50		
Printing		276.42		
Postage and Mailing Service		84.31		
Express and Hauling		178.75		
Stationery and Office Supplies		189.04		
Multigraph Service		119.25		
Telephone and Telegraph		45.56		6,189.83
<hr/>				
Department of Classroom Teachers Conferences				
Services and Travel				3,856.53
Strengthening Lay Support				
Postage and Mailing Service	\$	63.78		
Express and Hauling		3.00		66.78
<hr/>				
BALANCE MAY 31, 1946—To Exhibit "A" ..				<u>\$130,820.97</u>

TREASURER'S REPORT

FOR THE FISCAL YEAR ENDED MAY 31, 1946

CASH ON DEPOSIT, IN TRANSIT, AND ON HAND JUNE 1, 1945

Treasurer	\$	226,517.18
War and Peace Fund (After Transfer of Unpaid Vouchers)		145,990.74
		<hr/>
		\$ 372,507.92

Add:

CASH RECEIPTS

Memberships, Subscriptions, and Research Bulletins...	\$996,484.17	
Advertising	75,021.73	
Convention Exhibits (Net)	13,764.45	
Permanent Funds—Net Income	39,031.76	
Rentals (Net)	1,330.68	
Sales of Publications	10,908.51	
American Education Week	1,093.95	
Sundry	1,424.06	
War and Peace Fund	5,408.91	\$1,144,468.22

BALANCE MAY 31

1945 1946

OTHER INCREASES IN CASH

Increases in Liabilities

Due Associated

Departments\$ 58,677.01 \$ 84,844.27

Special Funds 36,241.60 56,012.63

Reserve for Retirement

Annuities 14,178.14 16,994.59

Withholding Tax Deduc-

tions 6,919.45 7,389.30

\$116,016.20 \$165,240.79 \$ 49,224.59

Decrease in Assets

Travel Advances\$ 389.52 \$ 155.00 234.52

Adjustment of Postage and

Stationery Inventories .. 355.73 49,814.84

TOTAL CASH ACCOUNTABILITY\$1,566,790.98

Deduct:

CASH DISBURSEMENTS

Board of Trustees	\$ 33.66
Elected Directors	9,576.23
Executive Committee Expenses	9,580.37
General Office Expenses	13,217.26
Physical Plant Expenses	66,222.51
Annual Conventions	351.38
Publications—Printing and Distribution	223,098.76
Departments	31,486.37
Committees	40,291.86
Educational Policies Commission	44,613.32
National Commission for Defense of Democracy	
Through Education	26,709.19
Association Membership Fees	130.00
Expenses of Delegates	
Retirement Annuities and Insurance	16,581.43
Divisions	410,371.93
Promotion and Maintenance of Membership	48,510.47
Executive Secretary's Contingent Fund	494.50
Operating Emergency Fund	46,899.45
War and Peace Fund	20,578.68
Purchase of Furniture and Fixtures	14,673.80
Transfer to Permanent Funds	29,103.53

\$1,052,524.70

BALANCE MAY 31,

1945 1946

OTHER DECREASES IN CASH

Increases in Assets

Accounts Receivable (Net) \$	5,891.70	\$ 14,761.61	
Stamped Envelopes, Cards, and Stamps	1,452.57	1,925.21	
Office Supplies	3,354.94	3,853.91	
Protested Checks (Net)...	112.23	205.18	
Postdated Checks and Warrants	758.91	965.75	
	<u>\$ 11,570.35</u>	<u>\$ 21,711.66</u>	\$ 10,141.31

Decreases in Liabilities

Vouchers Payable	\$ 18,405.54	\$ 945.80	
War Savings Bonds and Group Hospitalization— Salary Deductions	4,080.05	1,682.00	
Suspense	1,081.21	367.40	
Reserve for Motion Picture Film	25,000.00	.....
	<u>\$ 48,566.80</u>	<u>\$ 2,995.20</u>	45,571.60 \$1,108,237.61

CASH BALANCE MAY 31, 1946

Treasurer	\$327,732.40	
War and Peace Fund (After Transfer of Unpaid Vouchers)	130,820.97	
	<u> </u>	\$ 458,553.37

AUDITOR'S CERTIFICATE

ON REPORT OF TREASURER

June 19, 1946

Mr. F. L. Schlagle, President
National Education Association of the United States
1201—16th Street, N. W.
Washington, D. C.

Dear Sir:

We have examined the records of the secretary of your association for the fiscal year ended May 31, 1946, and have checked the cash transactions shown therein to the cash records of the association, and have found them in agreement. We hereby certify that the attached treasurer's report correctly reflects the cash transactions for the fiscal year ended May 31, 1946, and the cash balance at the close of business on that date.

Respectfully submitted,

WAYNE KENDRICK & COMPANY,

By WAYNE KENDRICK,

Certified Public Accountant.

REPORT OF BUDGET COMMITTEE

COMPARISON OF EXPENDITURES 1943-44 to 1944-45 AND RECOMMENDATIONS FOR APPROPRIATIONS FOR 1945-46¹

	Expended 1943-44	Expended 1944-45	Recommended Appropriation 1945-46
Board of Trustees.....	\$ 329	\$ 676	\$ 700
Executive Committee	6,626	8,474	9,000
Directors	9,065	14,422	20,000
Executive Secretary's Office	32,128	32,539	48,221
Publicity Section	13,301	13,038	16,732
Division of Accounts	54,644	66,399	22,275
Division of Records .....	.....	.....	64,905
Division of Membership	12,452	12,933	14,817
Promotion and Maintenance of Membership	25,542	41,205	45,000
Division of Field	12,464	13,752	16,896
Division of Business	24,620	25,904	31,063
Division of Publications	36,304	39,614	56,107
Division of Administrative Service.....	10,125	10,841	18,370
Division of Research	65,841	69,005	87,937
Division of Rural Service.....	10,951	13,095	26,142
Division of Legislative and Federal Relations	7,448	26,015	49,705
Physical Plant	61,043	62,846	67,200
General Office Expenses	9,896	12,120	12,780
Annual Conventions	4,003	4,014	500
Journal of the N.E.A.....	95,331	118,109	130,000
Other Publications	23,728	12,644	5,800
Expenses of Delegates	9,663	7,833	.....
Association Membership Fees	124	124	125
Retirement Annuities & Insurance.....	12,534	12,089	12,300
Educational Policies Commission.....	15,100	22,500	51,600
National Commission for Defense of Democracy through Education	18,391	19,639	31,935
Committees and Commissions	20,603	24,770	42,500
Departments	21,049	26,815	36,470
Secretary's Contingent Fund	2,319	356	500
Division of Audio-Visual Aids.....	.....	.....	4,000
Division of Adult Education .....	.....	.....	9,000
Leaders Letter .....	.....	.....	10,000
Publication for Laymen .....	.....	.....	15,000
Discontinued Activities .....	.....	.....	.....
Reserve for Motion Picture Project.....	.....	25,000	.....
Operating Emergency Fund .....	.....	13,811	141,800
Total	<u>\$615,626</u>	<u>\$750,582</u>	<u>\$1,099,380</u>

¹ Detailed report published separately.

STATEMENT OF EXPENDITURES 1944-45 TO 1945-46
AND RECOMMENDATIONS FOR APPROPRIATIONS FOR 1946-47 ¹

	1944-45	1945-46	Recommended Appropriations 1946-47
1 Board of Trustees	\$ 676	\$ 34	\$ 1,000
2 Executive Committee	8,474	9,580	10,000
3 Directors	14,422	9,576	15,000
4 Executive Secretary's Office	32,539	37,169	42,945
5 Publicity Section	13,038	15,354	25,710
6 Division of Accounts .....	.....	18,163	24,057
7 Division of Records	66,399	56,566	69,560
8 Division of Membership	12,933	12,656	14,611
9 Promotion and Maintenance of Membership	41,205	48,510	50,000
10 Division of Field	13,752	14,429	15,341
11 Division of Business	25,904	28,028	35,981
12 Division of Publications	39,614	57,223	79,109
13 Division of Administrative Service..	10,841	18,381	16,605
14 Division of Research	69,005	78,358	94,293
15 Division of Rural Service	13,095	25,332	30,411
16 Division of Legislative and Federal Relations	26,015	36,076	41,707
17 Division of Adult Education Service.	.....	9,118	14,506
18 Division of Audio-Visual Aids .....	.....	3,521	5,975
19 Division of Travel Service .....	.....	(9,294)*	(12,651)*
20 Physical Plant	62,846	66,223	72,550
21 General Office Expenses	12,120	13,217	12,840
22 Annual Conventions	4,014	351	5,200
23 Journal of the N.E.A.	118,109	198,739	225,000
24 Other Publications	12,644	4,979	12,800
25 Leaders Letter .....	.....	10,168	10,000
26 Public and Education .....	.....	9,212	10,000
27 Handbook and History .....	.....	(7,197)*	10,000
28 Expenses of Delegates	7,833	.....	18,000
29 Association Membership Fees	124	130	130
30 Retirement Annuities and Insurance..	12,089	16,581	14,250
31 Group Hospitalization .....	.....	(873)*	1,500
32 Educational Policies Commission	22,500	44,613	50,314
33 National Commission for Defense of Democracy through Education	19,639	26,709	32,000
34 Committees and Commissions	24,770	40,292	45,000
35 Departments	26,815	31,487	68,000
36 Secretary's Contingent Fund	356	495	500
37 Operating Emergency Fund	13,811	46,900	46,413
38 Discontinued Activities .....	.....	.....	.....
Total	<u>\$750,582</u>	<u>\$988,169</u>	<u>\$1,233,959</u>

¹ Detailed report published separately.

* From Operating Emergency Fund.

SUMMARY OF REPORTS OF COMMITTEES, COMMISSIONS AND COUNCILS

FOR NEARLY NINETY YEARS the National Education Association has had committees at work on the problems of education. There has been a consistent attempt to have wide and democratic representation in committee membership. It may be truly said that much of the history of American education is interwoven with the activities of the committees of the Association. The Committee of Ten on Secondary Studies and the Committee of Fifteen for the study of elementary schools, teacher education, and school administration are but two of these historic bodies.

In more recent years the work of committees has varied greatly. Some have specific duties limited to annual meetings; others are appointed to investigate long-range problems of the professions; still others are asked to seek solutions to current issues. Not one of the committee members is paid for his services. Each is called upon to make sacrifices of his own time and energy. These efforts are only justified when the delegates and members of the Association study and act upon the results of the committee and commission activities.

During the school year 1945-46 the Association sponsored twenty-five committees, commissions, and councils. They were classified into five types as follows: Convention, 7; Standing, 7; Joint, 5; Commissions and Councils, 5. The following summary reports have been arranged according to this classification.

I. Convention Committees

IN NORMAL YEARS the annual convention of the Association is one of the largest held by any professional group. Usually about 12,000 persons are in attendance, of which about 1500 are official delegates. The Buffalo meeting, because of overcrowded transportation facilities and the lack of hotel accommodations, will be limited to the Representative Assembly of official delegates. Much of the work of the meeting will be carried on thru the convention committees.

COMMITTEE ON AUDITING

The members of the Committee are: Harriett E. Dobbins, Birmingham, Ala., *chairman*; Flora Jane Mcdonald, Ashland, Wis.; and Harold Freshley, Santa Fe, N. Mex.

The Auditing Committee examines the detailed reports of the certified public accountants, who are employed with the approval of the president of the Association for a full and complete audit of all Association accounts.

The Committee familiarizes itself with the form and the arrangement of the report and makes recommendation regarding its acceptance to the Rep-

representative Assembly. The Committee will meet at 11 a.m. Wednesday, July 3, in the Convention Office, Memorial Auditorium.

COMMITTEE ON BUDGET

The members of the Committee are: L. Frazer Banks, Birmingham, Ala.; Mrs. D. Edna Chamberlain, Sulphur, La.; Everett J. McIntosh, Weymouth, Mass.; Miss C. Marguerite Morse, Clearwater, Fla.; and John R. Rushing, Seattle, Wash.

The Committee meets in the NEA building at Washington, D. C., early in June after the close of the fiscal year, May 31. At that time a detailed study is made of tabulated reports of income and expenses of the prior year. The Committee also considers the proposal for authorized expenditures for the ensuing year. Proposals for expenditures should be supported by descriptive statements and recommendations.

A report will be presented to the Executive Committee for its comment and advice, and to the Board of Directors for approval or amendment.

An opening meeting will be held at 8 p.m. Sunday, June 30, in Parlor G of the Statler Hotel in order to hear all budget requests that have not been previously presented to the Committee.

After the budget is approved by the Board of Directors, the chairman of the Committee presents it to the Representative Assembly for action.

COMMITTEE ON BYLAWS AND RULES

The members of the Committee are: Mary E. Titus, Huntington, W. Va., *chairman*; Mrs. Louise G. Carson, Beaufort, S. C.; Gertrude McComb, Terre Haute, Ind.; John Rusinko, Minneapolis, Minn.; and Walton B. Bliss, Columbus, Ohio.

Many delegates to the annual meeting of the Association are new and unfamiliar with the customary procedures. The Committee on Bylaws and Rules is charged with the responsibility of facilitating the business meetings of the Representative Assembly. It acts in an advisory and interpretive capacity relative to parliamentary and convention procedures. Members of the Committee are on the platform at all meetings of the Representative Assembly and are available to delegates for advice and counsel at any time. Before the annual meeting, the Committee carefully analyzes all proposed changes in the bylaws and standing rules. These analyses are presented to the Board of Directors for comment and recommendation to the Representative Assembly. The amendments are in *Delegates' Manual and Program*.

COMMITTEE ON CREDENTIALS

The members of the Subcommittee for the Pittsburgh meeting were: L. E. Ziegler, Columbia, Mo., *chairman*; A. Gudwin Johnson, Milwaukee, Wis.; Lillian Moore, Bethesda, Md.; Mrs. Mary Carter, Richmond, Va.; Sara Fernald, Sitka, Alaska; E. Carl Green, Ogden, Utah.

The work of the Committee is confined to the period of the annual meeting. It convenes prior to the first meeting of the Representative Assembly. The Committee, consisting of one representative from each state, is called to order by the chairman for the previous year. A chairman for the following year and a Subcommittee of four are elected. After due consideration of report made by the staff member in charge of the delegate registration on the number of delegates registered up to that time, the Committee recommends that "all delegates properly certified be seated." A definite hour is fixed for closing of registration and the Subcommittee with the chairman is authorized to make decisions covering questions that may arise pertaining to the seating of delegates.

1. Delegates should attend open meetings of Committees Tuesday, p. m., July 2. State delegations will meet Tuesday evening and all delegates should be registered by that time. The first business session will be held on Wednesday morning at 9:30.

2. As soon as possible after reaching Buffalo each delegate should present his temporary credential at the Registration Desk and receive his official credential, manual, and other information. In case the regular delegate does not attend the Buffalo meeting, the alternate may take his place by having a temporary credential card signed by the state NEA director or by the president of the organization which he represents.

COMMITTEE ON ELECTIONS

The chairman of the Committee is Mrs. Jessie P. Fugett, Lexington, Kentucky.

The Committee on Elections is responsible for the procedures of voting and the physical arrangement of the balloting place. It will hold its first meeting at 5 p.m. Tuesday, July 3, in Parlor G of Statler Hotel, and agree upon the duties of its members.

Committee representatives obtain the list of all nominees to be balloted upon and check the same for correctness of names, addresses, and membership status. The Committee prepares the ballot, has custody of the printed ballots, provides personnel for manning the voting place, and is responsible for counting the ballots and reporting the results of the election.

COMMITTEE ON NECROLOGY

On the first day of the annual meeting of the Association the delegates of each state, territory, and district of the United States elect one representative to the Committee on Necrology. These representatives meet during the week and elect a chairman. The chairman for 1944-46 is A. L. Burgoon, Diamondville, Wyoming.

The Committee compiles a list of all members of the Association who have passed away during the year, submits the list to the executive secretary of the Association for publication in the annual volume of *Addresses and*

Proceedings and at the annual meeting conducts a brief memorial service for departed members.

The "necrology year" is generally understood to begin the first day of June and end the thirty-first day of May.

COMMITTEE ON RESOLUTIONS

Officers of the Committee are: David Kirby, Athens, W. Va., *chairman*; Mrs. Lila R. Marshall, San Antonio, Texas, *vicechairman*; Glenn W. Moon, Stamford, Conn., *secretary*.

It is the function of the Resolutions Committee to make recommendations to the Representative Assembly on questions which are "national in scope and educational in nature," for the public pronouncement of the general policies of the Association. This report will be presented in printed form in advance of its formal consideration by the Representative Assembly. It will be voted on at the Thursday afternoon session. It consists of two parts—the platform and the resolutions. Issues which are of marked current interest are the subject of resolutions. General policies which have been the subject of resolutions in previous years have been gathered together into the platform. This is kept up to date by revisions embodying ideas which have been accepted in resolutions.

II. Standing Committees

THIS TYPE OF COMMITTEE carries on a continuous program of study, interpretation, and action. Each committee has a nationwide advisory group representing all the states. The active work is directed by a core committee of five members. It is customary each year for the president of the Association not to reappoint more than four members of the core committee.

COMMITTEE ON CITIZENSHIP

The members of the Core Committee for the Committee on Citizenship for the 1944-45 association year were: Willard J. Graff, Independence, Kans., *chairman*; Laurentine B. Collins, Detroit, Mich.; Earle T. Hawkins, Baltimore, Md.; Richard B. Kennan, Augusta, Maine; Lucy Mason Holt, Norfolk, Va.; and Lyle W. Ashby, NEA Headquarters contact. Because of resignations and changes in positions, the Committee was altered for the 1945-46 year: Earle T. Hawkins became *chairman* of the Committee; Evan E. Evans of Winfield, Kans., replaced Mr. Graff; Clyde Russell of Winslow, Maine, replaced Dr. Kennan; and Richard B. Kennan became the NEA Headquarters contact. Thruout the two years, the Committee has had the benefit of the advice and cooperation of Carl B. Hyatt of the Department of Justice and Burritt C. Harrington of the Immigration and Naturalization Service.

The purposes of the Committee are fourfold: (a) to formulate on a national scale policies by which the NEA may encourage state and local

associations in developing an effective citizenship program; (b) to promote wider acceptance of the importance of effectively inducing new voters, both naturalized and native born, into the privileges and responsibilities of active citizenship; (c) to encourage the interest, cooperation, and participation of other organized groups working along similar lines; and (d) to identify and publicize effective programs of citizenship education already in practice.

The Committee was authorized by the 1944 Representative Assembly, replacing the Committee on New Voter Preparation and Recognition. During 1944-45, the Committee gave considerable study to the orientation and outlining of its new functions, culminating in the publication of an attractive six-page brochure, *By Each Generation*, which was distributed to local and state advisory members of the Committee and other individuals and organizations interested in citizenship education.

During the 1945-46 association year, the Committee has had printed 25,000 copies of a Citizenship Day poster, "United We Build," 15,000 copies of a 36-page manual on National Citizenship Day, and 25,000 copies of a leaflet describing the poster and manual. All of these materials have been widely distributed to our advisory members and to other groups: The American Legion distributed 14,000 copies of the leaflet to their local Posts; the U. S. Immigration and Naturalization Service sent out 3000 copies of the leaflet and several hundred copies of the poster and manual; the U. S. Department of Agriculture and the National Grange also cooperated extensively in the distribution. The manual was developed for the Committee by the NEA Research Division under the direction of Frank Hubbard. It is expected that reports will show a much wider recognition of Citizenship Day (I Am An American Day) this year than at any other time since it was established by Congressional Resolution in 1940.

As a contribution to our national unity and strength, the NEA thru the Committee on Citizenship, is sponsoring a First National Conference on Citizenship in Philadelphia on May 17 and 18, 1946. This conference is being developed with the aid and advice of the U. S. Department of Justice and the Immigration and Naturalization Service and the cooperation of about 150 other organizations. Just prior to his death, Chief Justice Harlan F. Stone of the United States Supreme Court had accepted the honorary chairmanship of the conference. Many of our leading public figures have sponsored the meeting and the list of speakers includes such outstanding persons as Attorney General Tom Clark, Governor Ellis Arnall, Mrs. Ruth Bryan Rohde, and Senator Joseph H. Ball. Eight work groups will give concentrated attention to the development of plans for strengthening the contribution of our various educational, religious, occupational, patriotic, and community organizations to the development of better American citizenship. We believe this will be one of the most significant conferences ever called by the NEA and a very real aid to our national welfare. We are convinced that our national professional organization has shown noteworthy leadership in convoking this first national conference on citizenship during this critical postwar period.

In considering any major publications for the next two years, the Committee is first awaiting the recommendations of the Philadelphia conference. Certainly a report of the First National Conference on Citizenship will be published. There appears to be a strong demand developing for an annual Citizenship Day poster. It may be advisable to publish a reprint of the *Citizenship Day Manual* before the present supply is completely exhausted.

In view of the facts (a) that the development of active, alert, enlightened, conscientious, and progressive citizens is a primary function of the public schools, and (b) that the major proposals for future action of our Committee are likely to come from the national conference to be held several weeks after this report is due to go to press, the Committee on Citizenship requests permission to submit its recommendations for Representative Assembly action on or about June 1, 1946.

COMMITTEE ON INTERNATIONAL RELATIONS

The members of the Core Committee are: Ben M. Cherrington, Washington, D. C., *chairman*; James T. Shotwell, New York, N. Y.; Mrs. Rachel Evans Anderson, St. Albans, N. Y.; Kenneth Holland, Washington, D. C.; and William F. Russell, New York, N. Y.

During the school year 1944-45, the Committee on International Relations sent out 330 kits of study materials, free of charge, to its advisory members and other interested teachers for use in informing students and adults in their communities about selected problems of international relations. The kits contained thirty-seven items (pamphlets, books, charts, and a handbook) supplied by government agencies and private organizations. Recordings to accompany the kit programs were made available by the World Wide Broadcasting Foundation.

The topics around which the material was grouped were:

1. How Shall We Treat Germany and Japan?
2. How Shall Future World Airways Be Controlled?
3. What Should Be the Postwar Foreign Trade and Tariff Policy of the United States?
4. What Form of World Organization Shall We Promote?
5. Should an International Office of Education and Cultural Relations Be Established?

The final report of the Committee for the year showed that 49,000 persons attended over 1000 group meetings held to discuss the questions dealt with in the Kit and Recording Program.

During 1945-46 a similar, and somewhat expanded, Kit and Recording Program was carried on by the Committee. About 700 kits were assembled and distributed, on request, to advisory members and others interested.

The topics dealt with this past year were:

1. Do the Provisions in the United Nations Charter Mean Future Security?
2. Can an Effective United Nations Educational, Scientific and Cultural Organization Contribute to World Peace and Enlightenment?

3. How Shall Dependent Areas Be Treated?
4. What Are the Basic Human Rights of the Peoples of the World?
5. How Must We Change Our Thinking To Live in the Atomic Era?

In 1945-46 the Committee on International Relations initiated a comprehensive study of the teaching of international relations. Altho originally planned as a three-year program, it was subsequently decided that the urgency of the international situation required a more intensive effort of shorter duration. It is now contemplated that the final report will be ready by late summer, 1947.

The central purpose of the Committee's project is the preparation of specific recommendations as to what should be taught—together with suggestions as to how it should be taught—in the field of international relations in elementary and secondary schools. The contributions of all parts of the curriculum and of correlated school activities will be considered. Principal attention will be given to the opportunities and responsibilities of secondary schools for promoting international understanding.

Auxiliary to the preparation of the main report, which will be addressed specifically to teachers and administrators in United States schools, is the Committee's plan to survey how the schools of other nations are teaching international relations. To this end, the Committee has sent letters of inquiry to educators in other countries and to the United Nations Educational, Scientific and Cultural Organization. This undertaking should lead to continuing cooperation among teachers in many countries who recognize a common purpose in education for international understanding.

To carry out this program, two NEA departments—the Association for Supervision and Curriculum Development and the National Council for Social Studies—were invited to name representatives to meet with the Committee, and it was decided to employ one or more full-time staff assistants. The two departments each named four representatives who joined with the Committee for meetings on April 19 and May 29 and who will continue such cooperation during the coming year. A full-time special assistant, Wilbur F. Murra, began work for the Committee on April 1. Other assistants may be engaged during the coming year.

The Committee implements the policies and resolutions of the Association which pertain to international relations. It prepares recommendations regarding the teaching of international understanding in the schools of the United States and endeavors to secure the acceptance of these recommendations by the teaching profession and the public. It recommends to the Association a course of appropriate action with reference to problems relating to international relations in education.

COMMITTEE ON PROFESSIONAL ETHICS

The members of the Committee are: Virgil M. Rogers, Battle Creek, Mich., *chairman*; Pearl Donoho, Omaha, Neb.; Marie Ernst, St. Louis, Mo.; Lillian Gray, San Jose, Calif.; and W. H. Lemmel, Wilmington, Del.

The functions of the Professional Ethics Committee as outlined in Article IV of the NEA Code of Ethics adopted in 1941 by the NEA Representative Assembly are: to study the Code and make recommendations for improving it; to publicize the Code and promote its use by members of the profession, in institutions for the preparation of teachers and in state and local associations; and to take appropriate action on such cases of violation as are referred to it, including expulsion from the Association of members found guilty of flagrant violation of the Code.

During the past two years the Committee has held three meetings—October 6-7, 1944; October 5-6, 1945; and January 18, 1946. The activities of the Committee during 1944-45 were published on pages 57-58 of the 1945 issue of the *NEA Handbook*.

At the October 5-6, 1945, meeting of the Committee the projects of the preceding year were reviewed, and the following projects for 1945-46 were authorized:

1. Continue free distribution of the Ethics Poster and of PGL #135, "Ethics for Teachers," to teacher training institutions, superintendents and principals, officers of local associations, and other individuals.

2. The preparation of articles on professional ethics for publication in the *NEA Journal*; *The National Parent-Teacher Magazine*, the official publication of the National Congress of Parents and Teachers; *Phi Delta Kappan*; and the magazines of state and local associations.

3. Encouragement of state and local associations and P.T.A.'s to include in their programs information on ethics committees, discussions of problems of professional ethics based on local situations, and to assist in the distribution of the new Discussion Pamphlet No. 5, "Ethics for Teachers," prepared by the NEA Research Division and the Department of Classroom Teachers.

4. The exploration of the feasibility of sending to all new members of the profession in the fall of 1946 a letter of welcome to the profession, a copy of the NEA Code, and the Ethics Poster, designed for framing.

During 1944-45 there were 538 members on the NEA Ethics Advisory Committee. Two hundred and thirty-one of these returned a "Report on Professional Ethics, November 1944." A summary of these replies follows:

	Yes	No
1. Has your state association adopted a Code of Ethics?.....	159	51
2. Is it the same as the NEA Code?.....	54	95
3. Has your local association adopted a Code of Ethics?.....	54	144
4. Is it the same as the NEA Code?.....	31	23
5. Do you think that local, state, and national codes should be identical?	132	83
6. Has your state association given the topic "Problems of Professional Ethics in War" a place on its annual program this year?.....	67	104
7. Will your committee encourage each state, county, regional, and local educational group to list the problem "Improvement of Professional Ethics" as a major area for study and discussion on its program this year and next?.....	165	7

The Committee also reviewed the Defense Commission's report, "Certain Personnel Practices in the Chicago Public Schools," and on the basis of this report, the urgent requests of associations in Chicago and Illinois, and the authorization for action carried in the last paragraph of the NEA Code, invited William H. Johnson, superintendent of schools in Chicago, to meet

with it at a special meeting on January 18, 1946, to show cause why he should not be dropped from the membership of the Association for flagrant violation of the professional standards of the Association.

On January 18, 1946, the Ethics Committee held an open hearing of two and a half hours' duration at the NEA Headquarters Building in Washington, D. C., at which the findings carried in the Defense Commission's report were again reviewed and additional testimony presented by representatives of Chicago organizations. On the basis of the evidence available, the Committee voted unanimously to expel Superintendent Johnson from membership in the Association, basing its authority on the last paragraph of the NEA Code which reads as follows:

The committee is further vested with authority to expel a member from the National Education Association for flagrant violation of this code.

During 1945-46 there were 734 members on the NEA Ethics Advisory Committee. A blank was sent to these suggesting desirable projects and requesting them to report their activities.

The replies show that members of the Advisory Committee distributed more than 10,000 copies of the Code and of the Ethics Poster; that they had arranged more than 60 programs featuring professional ethics at state and local meetings; that they had arranged for the publication of numerous articles on professional ethics in state and local magazines; that their committees handled 50 cases of violations of professional ethics; and that they had, during the year, read numerous articles regarding professional ethics.

The Committee recommends:

1. That this report of the Committee, including its action in expelling Superintendent Johnson from membership in the Association be approved by the Representative Assembly.
2. That an allotment of \$1500 be authorized to cover the expenses of the 1946-47 meeting of the Committee and such projects as shall be undertaken by the Committee during the next year.
3. That provision be made thru the Commission for the Defense of Democracy through Education for making investigations where evidence justifies and to report its findings to the Ethics Committee for their consideration and action to the end that teaching may come to be accepted as one of the honored professions.

COMMITTEE ON TENURE AND ACADEMIC FREEDOM

The members of the Committee are: H. B. Allman, Bloomington, Ind., *chairman*; Helen T. Collins, New Haven, Conn.; J. Constance Crossman, Royal Oak, Mich.; J. C. Shankland, Kansas City, Kans.; Anne Sutherland, Cincinnati, Ohio; and Donald DuShane, NEA Headquarters contact.

The Committee on Tenure and Academic Freedom serves a dual purpose. It was formed in 1944 by merging the Committee on Academic

Freedom with the Committee on Tenure. The former had existed as a separate Committee since 1935; the latter had evolved from several predecessor groups into the Committee on Tenure as set up in 1935. Since 1944 these two closely allied functions have been combined as the primary responsibilities of this re-constituted Committee. They are: (a) to provide protection to teachers in their relationship to employers, and (b) to foster a favorable climate in which teachers may safely teach the full truth without fear or favor.

The Committee has served the Association during the past year in four distinct ways:

1. The Committee has sponsored studies and reports on both tenure and academic freedom that have been published thru the cooperation of the Research Division.
2. The Committee has investigated promptly all cases referred to it in which the rights of teachers have been violated and has given aid and protection to teachers who were victims of illegal and unjust practices.
3. Numerous programs and discussion groups have been arranged under the auspices of the Committee to clarify the rights of teachers and to broaden the understanding of tenure benefits.
4. Aid and encouragement has been given on request to all groups planning to enact or improve tenure laws.

Bulletins and studies issued during the current years are:

1. Court Decisions on Teacher Tenure as Reported in 1945.
2. Handbook for Procedure in Tenure Cases by Superintendents and Boards of Education.
3. Laws Affecting Exchange of Teachers.
4. Report for year 1945-1946.

During the present year the number of cases of arbitrary, illegal, and unjust dismissals of teachers has been gratifyingly low. The Committee has been active in the following cases:

1. Bertha Weekley and others of Youngstown, Ohio. Hearings on appeal of court cases continuing.
2. Genevieve Christner Wilcox of Oak Park, Illinois. Case closed when appeal was refused.
3. Nevetta J. Rowland, Sumter, S. C. Case closed with complete vindication of the professional record of Mrs. Rowland.
4. Dismissal of J. R. Cotton from Milwaukee State Teachers College. Inquiry only.
5. Shorewood, Wisconsin, case opened. Complete investigation under way of the forced resignation of Supt. Hemenway and Prin. Grant Rahn.
6. North College Hill, Ohio, defending Supt. W. A. Cook against false charge of insubordination.
7. Mrs. Alice Thomas of East Wenatchee, Washington. Investigation in progress.
8. Several other cases under consideration. Some may be definitely opened.

Panel discussions on the status of tenure and academic freedom were held in conjunction with the regional conferences of the American Association of School Administrators. Committee members participated in numerous conference and association programs.

The Committee held four meetings during the year: Cedar Point, Ohio; Kansas City; and two at headquarters in Washington, D. C. A fifth meeting is planned for Buffalo.

Members of the Advisory Committee have been used as sentinels in each state. Reports issued by the Committee have been mailed to them, and they have been asked to serve as liaison officers to report the condition of tenure and the status of academic freedom in their respective states. They were invited to attend the regional meetings and are urged to attend the meeting of the Committee to be held in Buffalo.

Standing Committees formerly Special

THESE COMMITTEES are organized to study specific problems. They are appointed for a definite period of time, not exceeding three years. All of the committees include advisory members from each state. The general planning is done by a core committee of five. The life of each committee is determined by the Executive Committee, and the president appoints the committee for that term.

COMMITTEE ON CREDIT UNIONS

The members of the Core Committee are: L. A. Pinkney, Kansas City, Mo., *chairman*; G. G. Gudmundson, Roselle Park, N. J.; H. Clay McGuffey, Cleveland, Ohio; Hugh Stout, Portland, Ore.; and Linnie B. Wilson, Tulsa, Okla.

During the past two years the Committee has had two meetings, one in October of 1944 and one in October of 1945. The credit union is now fully recognized as an integral and essential part of any well-rounded teacher welfare program. Accordingly, the Committee has set up the following objectives:

1. To keep the teaching profession continuously informed as to the need for and value of credit unions
2. To help the members of teacher credit unions to make efficient use of the facilities and resources available to them
3. Ultimately—to make available credit union service to every school employee in the United States.

In normal times there are approximately one million teachers in the United States. At present about six hundred teacher credit unions are serving possibly one hundred thousand of these teachers. The Committee realizes fully that to bring credit union service to the other nine hundred thousand involves a long range program requiring years to accomplish. However, definite progress is being made:

1. Regional assignments of the states have been made to the members of the Committee. Each member is planning a campaign of organization in the states in his area. This is being done in cooperation with the local and state associations, members of the Advisory Committee, and the state managing directors of the Credit Union National Association.

2. News items and articles about credit unions are appearing in educational magazines and in the *NEA Journal*. In the March 1946 issue there was an excellent article entitled "Credit Where Credit Is Due."

3. A special leaflet entitled *The Teachers Credit Union from a Superintendent's Viewpoint* has been written by a nationally known superintendent, and is being distributed in pamphlet form.

4. A discussion pamphlet of the Department of Classroom Teachers, prepared by the NEA Research Division, has recently been made available for distribution. This is an excellent presentation of the case for teacher credit unions.

5. Teachers colleges and universities are being urged to include the credit union as a part of their courses of instruction in teacher welfare programs.

6. To determine the present status of teacher credit unions another survey is being conducted as of December 31, 1945. The last one made was in 1939. This will bring credit union information up to date and will also reflect the effect of the war on credit union operation.

It is the consensus of opinion that credit unions are now on the threshold of a period of growth and expansion such as they have never experienced before. The war unfortunately has caused the demand for credit union services to be reduced to a minimum. However, in spite of this, credit unions have come thru financially strong, so that they are ready and able to meet the increased demands that are sure to come with the return of peace. It is now more than ever the duty and responsibility of the NEA, of all state and local associations, and of all teacher credit unions now in operation to encourage and actively assist in a program of credit union education and organization so that all teachers may enjoy the financial security thus offered.

The following NEA publications are available to assist in this program:

1. Status of Teacher Credit Unions, 1939
2. How to Organize Teacher Credit Unions, 1940
3. Credit Unions: The Cooperative Finance Movement, 1943
4. The Teachers Credit Union. Personal Growth Leaflet No. 138 Revised 1945
5. Credit Unions for Teachers (Discussion Pamphlet No. 6), 1945.

The Committee recommends that:

1. This Representative Assembly reaffirm its belief in the credit union as an essential part of a teacher welfare program.
2. It endorse fully the program of credit union education and organization.
3. It request each state and local association, in cooperation with the credit union advisory committee members in that state, to plan credit union organization so as to provide complete coverage for the state.

COMMITTEE ON TAX EDUCATION AND SCHOOL FINANCE

The members of the Committee are: J. R. Mahoney, Salt Lake City, Utah, *chairman*; C. Herman Grose, Erie, Pa.; Monroe Melton, Normal, Ill.; Winifred Newman, Charleston, W. Va.; Edgar L. Morphet, Tallahassee, Fla.

The Committee is responsible for developing a program of tax education in the field of public school finance and for promoting projects which will improve the financing of public education on state and local levels. The problem of federal aid for education is the function of the Legislative Commission.

The principles of public school finance and of school organization as they affect the raising and spending of funds for education have been carefully re-examined. A preliminary statement of the results and conclusions of this research was circulated to economists and specialists in the field of public school finance. A revised statement was then formulated and used as the basis of a series of conferences held in various parts of the United States. A total of twelve conferences was held at the following cities: Chicago; Portland, Maine; New York City; Washington, D. C.; St. Louis; Spokane; Portland, Oregon; Denver; Salt Lake City; Reno; San Francisco; and Los Angeles. At the conclusion of the conferences, the statement was further revised and circulated for final criticism. Now ready for publication, it may be used as a substantial guide for further consideration of the complex problems of financing education.

Moreover, the manuscript for a report containing the chief statistical data on which the principles of financing education are based is ready for final review and later publication.

Some of these conferences served to initiate the formulation of model state programs for financing education. These will, then, be useful as a basis from which future programs to improve the system of school finance in the various states may move. The model program for Utah is ready for publication, and considerable progress has been made on the model programs for some other states.

Research work has been carried on by the Committee to show the relation between education and economic welfare. Parts of this study which have already been published by the Association include: (a) *The Extent of the Schooling of the American People*, and (b) *The Extent of the Schooling of the Rural Farm Population and the Urban Population*.

A comprehensive check list of desirable school finance policies has been developed for the Committee by the NEA Research Division and distributed for consideration by experts in all the states. This list invites attention to the points of strength and weakness of the school finance system in each of the forty-eight states.

Considerable progress has been made in developing a program for the improvement of the administration of the vast area of public land held in trust by the various states for the benefit of the public schools. The policies governing the administration of the extensive federal public lands, which constitute 47 percent of the total area of the eleven western states, have also been re-examined with special regard to improving the position of the public schools in the distribution of the income from these large federal holdings.

A three-day conference at Salt Lake City in March 1946, in which

representatives of the state land boards, state school administration, teachers associations, and universities of the western states, and representatives of various federal agencies participated, was successful in clarifying many issues, developing points of agreement, and formulating a program of action for the future. In all, eight resolutions were passed in favor of constructive alterations regarding fair and equitable distribution of public land receipts to public schools.

Publications during the next two years will deal with school organization and finance, basic principles for financing education in each state, and payments in lieu of taxes on federally owned real estate.

The Committee recommends:

1. The continuation of the present activities of the Committee and the development of such new ones as changing conditions may require.
2. The publication of the special reports of the Committee for wide distribution. The resources in manpower and funds made available for work in public school finance on the state and local levels is only a small fraction of what its importance justifies.
3. The enlargement of the resources at Association headquarters, especially in the Research and Public Relations Divisions, for more highly intensified work by the Association in the field of school finance.

COMMITTEE ON TEACHER PREPARATION AND CERTIFICATION

The members of the Core Committee are: Jean A. MacKay, Highland Park, Mich., *chairman*; H. J. Antholz, Spooner, Wis.; W. E. Peik, Minneapolis, Minn.; Harold W. Smith, Glendale, Ariz.; M. Margaret Stroh, Austin, Texas.

The function of this Committee is to represent and advance the interests of the organized teaching profession in matters related to teacher selection, preparation, and admission to the profession.

At the present time the Committee has approximately 650 advisory members representing state and local affiliated associations in forty-four states, two territories, and the District of Columbia.

The Core Committee has maintained a very active contact with advisory members. In cooperation with the Committee, these advisory members have arranged a large number of conferences on the part of local and state groups for study and action on the deepening crisis in teacher supply.

The Core Committee at a meeting on October 1 and 2, 1944, voted to submit to the Executive Committee of the National Education Association a proposal for the establishment of a Permanent Commission on the Professional Education of Teachers, School Administrators, and Youth Leaders, such Commission to develop standards and carry on a comprehensive national program in the field of teacher recruitment, selection, preparation, certification, placement, and in-service education for the teaching profession.

The teaching profession is the only nationally organized group among the professions which does not maintain a vigorous and controlling influence in matters related to the education and admission of persons to the profession. The American Bar Association, the American Medical Association, the American Dental Association, and other national professional organizations such as those of foresters and engineers, have major programs in this area.

Meeting on October 12, 13, 14, 1945, the Core Committee considered further the proposal for a Commission and decided to defer its request for specific action in the matter until later. Communications to the Committee from professional leaders thruout the nation gave overwhelming approval to the suggestion, and the deferment of action by the Committee was agreed upon to permit careful study and evolvment of the program.

To inaugurate an active program of leadership in this field the Committee voted to request the Executive Committee of the National Education Association to authorize the holding of a National Emergency Conference on Teacher Preparation and Supply. The Executive Committee on March 9 approved the request and authorized the holding of such a conference.

On June 27, 28, and 29 the National Emergency Conference was held at Chautauqua, New York. Four hundred professional and lay leaders from thruout the nation conducted an intensive study of the following problems: recruitment; guidance; selection; pre-service education; certification; placement, employment and induction; in-service education; personal satisfactions in teaching; working conditions; salaries; tenure and retirement; achieving public recognition for teaching; professional standards for teacher preparing institutions; finance as related to teacher supply; research as related to upgrading the profession.

Publications of the Committee in 1944-45 were *Teacher Preparation Letter No. 1* and *No. 2*. Published in mimeographed form during 1945-46 and distributed to advisory members were suggestions for conference activity and a questionnaire on major issues in teacher preparation. The report of the National Emergency Conference on Teacher Preparation and Supply is to be printed and distributed widely thruout the country.

The Committee recommends that:

1. The National Education Association officially endorse the following principle: That national leadership in matters of policy and action related to teacher selection, preparation, certification, and admission to the profession is a major responsibility of the organized teaching profession functioning thru the National Education Association with the cooperation of the state and local education associations thruout the country.

2. The National Education Association follow the Chautauqua conference with an active and increasing program of leadership and service in relation to these matters.

3. The facilities for the use of the Committee in the National Education Association offices be extended and supported with sufficient finances to make possible the leadership and program proposed above.

4. The utmost unity be promoted between all of the departments and agencies of the National Education Association in the development of a continuing program of increasing strength in this field.

III. Joint Committees

THE JOINT COMMITTEE is one form of cooperation between the National Education Association and other organizations with mutual interests in specific problems. Each organization appoints a total of three to five persons, usually a new member each year. Joint committees elect their own chairmen.

JOINT COMMITTEE OF THE NATIONAL EDUCATION ASSOCIATION AND THE AMERICAN LEGION

The members of the Committee are: (a) for the National Education Association—Paul Wamsley, Buffalo, N. Y., *chairman*; M. R. Dodd, Charleston, W. Va.; Edward E. Keener, Chicago, Ill.; Glenn W. Todd, Lewiston, Idaho; Fred W. Young, Merigold, Miss.; Belmont Farley, director, Public Relations, NEA headquarters contact; (b) for the American Legion—Robert J. Webb, Omaha, Nebr., *chairman*; Roy M. Hayes, Houlton, Maine; W. C. Sawyer, Mesa, Ariz.; Lt. Col. Darrell T. Lane, Salt Lake City, Utah; James F. O'Neill, Manchester, N. H.; and R. Worth Shumaker, assistant director, Americanism Commission, Indianapolis, Ind., Legion headquarters contact.

The function of the Joint Committee is to interpret, promote, and coordinate the mutual programs and objectives of these two groups, dedicated to the service of community, state, and nation. Both the NEA and the American Legion are responsible to the executive committees of their respective organizations.

Two official meetings and one informal conference have been held by the Joint Committee since the Pittsburgh meeting of the NEA. The scheduled meetings assembled in Washington, November 1944, and at American Legion headquarters in Indianapolis, April 1945. The informal conference met in connection with the National Convention of the American Legion in Chicago, November 1945.

Among the accomplishments were:

1. The development of an *entente cordiale* between the NEA and the American Legion.
2. The revitalization and further development of Legionnaire-Schoolmen's Clubs in the various states and large communities as a medium for diffusing information and programs of mutual interest such as physical fitness, Americanism, G.I. education, child welfare, and improved education facilities for all youth.
3. Consideration and serious study of the present financial crisis in education and the proposal relative to universal military training. Recommen-

dations on both questions were referred to the executive committees of the two organizations. The American Legion Executive Committee in July 1945 passed the following resolution on federal aid:

Recommend the consideration of legislation in the 79th Congress providing for federal participation in school support and urge that legislation which adequately protects the schools from federal domination and secures the continued existence of local control of schools receive the support of the American Legion.

The NEA Executive Committee invited Col. Perry Brown of the American Legion to address its meeting in Chicago last July. The Colonel described the Legion's proposal for military training.

4. The interchange of ideas and counsel pertinent to problems of the veterans such as surplus priorities, rehabilitation, housing shortages, hospitalization, and education under the G.I. Bill of Rights.

5. The exchange of information about the citizenship programs undertaken by the two organizations with suggestions for cooperation where practicable.

Altho the Joint Committee has not issued any publication, it has thru the Legionnaire-Schoolmen listings distributed brochures and pamphlets of the parent organizations. Among these may be listed such NEA publications as those issued for aids in the observance of American Education Week; for the counseling of veterans by school and community agencies; and such Legion publications as those describing Boys State, Junior Baseball, National Oratorical Contest, I Am An American Day, and Know Your America.

The Joint Committee supports the observance of American Education Week in the observance of which the Legion joined the NEA in 1921.

The Committee recommends:

1. That each organization make available to the other the publications of its affiliated groups.

2. That the policy of exchanging their respective executive heads as speakers at the national conventions of the organizations be continued and that state and local associations of educators and state and local departments of the Legion be urged to do the same.

3. That efforts be made to bring the NEA and the Legion closer together on such vital programs as national security and a practical Americanism.

4. That adequate clerical help be provided to develop a broad constructive program thru Legionnaire-Schoolmen's Clubs.

JOINT COMMITTEE OF THE NATIONAL EDUCATION ASSOCIATION AND THE AMERICAN LIBRARY ASSOCIATION

The members of the Committee are: (a) for the National Education Association—Mildred English (1948), Milledgeville, Ga. (on leave with

military government, Germany), *chairman*; Thomas H. Ford (1949), Reading, Pa.; B. Lamar Johnson (1947), Columbia, Mo.; B. C. B. Tighe (1946), Fargo, N. Dak.; and Iva A. Winterfield (1950), Omaha, Nebr.; (b) for the American Library Association—Sarah L. Jones, Atlanta, Ga., *acting chairman*; Sue Hefley, Baton Rouge, La.; Margaret I. Rufsvold, Bloomington, Ind.; Marjorie L. Schramling, Los Angeles, Calif.; and Mrs. Caroline R. Siebens, Brookline, Mass.

Since the Committee did not meet during the school year 1945-46, most of the work has been carried on by correspondence.

Tentative plans have been made for a sampling survey of the library training opportunities in teacher colleges.

There has been discussion of a questionnaire study of the status of teacher-librarians in elementary and secondary schools.

The Committee assisted in the ALA booth at the Chicago regional meeting of the AASA in February.

The Committee completed last year and published thru the ALA a seven-page booklet entitled *Book Selection for Children and Young People: A List of Aids*.

It is hoped that the Committee will be able to meet in the fall of 1946, at which time plans and recommendations for 1946-47 can be formulated.

JOINT COMMITTEE OF THE NATIONAL EDUCATION ASSOCIATION AND THE AMERICAN MEDICAL ASSOCIATION

The members of the Committee are: (a) for the National Education Association—Bernice Moss, San Francisco, Calif., *vicechairman*; Louis R. Burnett, Baltimore, Md.; Anne S. Duggan, Denton, Texas; N. P. Nielson, Salt Lake City, Utah; and Willis A. Sutton, Atlanta, Ga.; (b) for the American Medical Association—Thurman B. Rice, Indianapolis, Ind., *chairman*; W. W. Bauer, Chicago, Ill., *secretary*; A. J. Chesley, St. Paul, Minn.; Glenville Giddings, Atlanta, Ga.; George S. Lyon, Huntington, W. Va.

Since the last report of the Committee, made in the spring of 1945, the work of the Committee has been carried on thru interim activities and a meeting held at the American Medical Association headquarters in Chicago, May 14, 15, and 16, 1946.

The interim activities of the Committee consisted in distribution of the reports prepared by the Committee at its 1945 meeting. These reports were as follows: *The Conservation of Hearing in School Children*, *Sanitary Requirements for School Lunches*, *A.B.C.'s of School Lunch Sanitation*, *Principles Governing School Lunches*, *Ration Point Problems in School Lunch Projects*, *Health Appraisal Procedures During Shortages of School Physicians or Nurses*, *Health Implications of the Physical Education Program* or *Health Policies with Respect to the Conduct of the Physical Education Program*, and a resume of the comment offered in an article on "Tampons as Menstrual Guards" by Robert L. Dickinson of New York.

These reports were mimeographed and distributed one at a time to the principal educational publications, state medical journals, and bulletins of local medical societies. In response there has been a brisk demand for these publications, of which approximately a thousand have been distributed gratis by the Bureau of Health Education of the American Medical Association.

Also during the year, the Committee chairman, Dr. Rice, represented the Committee at the meeting of the Conference for Cooperation in Health Education held in New York, December 28 and 29, 1945, at which final approval was given to the pamphlet, *Suggested School Health Policies*, in which the Committee had a share, and to the report on the *Functions of Administrators, Physicians and Nurses in the School Health Program*, developed by the conference committee and financed by the Metropolitan Life Insurance Company. The chairman of the Committee attended the meetings of this conference committee. The secretary of the Committee also attended these meetings as a representative of the American Medical Association.

The meeting of the Committee at Chicago in May 1946 was attended by seven members of the Committee including three representatives from the NEA and four from the AMA, these constituting a quorum under the rules of the Committee, which require seven members present, not less than three of whom shall be from one participating organization.

The Committee spent three days in deliberation, principally on the following topics:

1. Doctor Bauer presented the American Medical Association's new project in health and physical fitness for the information of the Committee and asked for advice and suggestions, which were forthcoming.

2. The Committee discussed standards for school health appraisals and appointed a subcommittee to bring in a report. This report was discussed on the third day by the whole Committee, and in its tentative form was left with the secretary for editing, to be circulated for a vote by the Committee.

Among other subjects discussed by the Committee were (a) tampons as menstrual guards, (b) competitive sports for girls of high-school age, (c) whether or not cancer control should be taught in the schools, and (d) plans and equipment for school health rooms. On all of these, statements will be forthcoming.

The Committee discussed at length the report prepared by Dr. Giddings on the school lunch and ordered this manuscript in the revised form to be recirculated for further discussion. The Committee also discussed the proposed revision of its pioneer report on *Health Education*.

The Committee recommends that:

1. The AMA and the NEA each appropriate a sum not to exceed \$5000 and authorize the Committee to use as much thereof as necessary for the employment of a competent editor and necessary secretarial assistants to revise its report, *Health Education*, and have it ready for consideration by the Committee not later than its 1947 meeting.

2. The newly elected officers act as a steering committee to carry forward the work of revising the report, *Health Education*, as soon as

authorization and appropriations are certified to the secretary of the Committee by the NEA and the AMA, respectively.

JOINT COMMITTEE OF THE NATIONAL EDUCATION ASSOCIATION AND THE AMERICAN TEACHERS ASSOCIATION

The Joint Committee of the National Education Association and the American Teachers Association held a three-session conference at the NEA offices in Washington, D. C., October 30 and 31, 1945, with the following members present: (a) for the National Education Association—S. L. Smith, Nashville, Tenn., *chairman*; P. H. Easom, Jackson, Miss.; N. C. Newbold, Raleigh, N. C.; Miss Ruth Williams, Rock Hill, S. C.; Miss Amy Hinrichs, New Orleans, La.; (b) for the American Teachers Association—John H. Brodhead, Philadelphia, Pa.; Ambrose Caliver, Washington, D. C.; Walter N. Ridley, Ettrick, Va.; H. Council Trenholm, Montgomery, Ala.; Mary L. Williams, Charleston, W. Va.

Howard A. Dawson, sponsor of this Joint Committee, and Willard E. Givens, executive secretary of the NEA, attended the meetings and took active part in the discussions.

The four subcommittees made encouraging progress reports, briefly summarized as follows:

1. *Subcommittee on Textbook Materials.* S. L. Smith, chairman of the Joint Committee, and P. H. Easom, chairman of this subcommittee, sent letters to a large number of textbook publishers in September 1945, asking their further cooperation in the omission of offensive phrases and statements relative to Negroes and other minority groups and the inclusion of more historical statements and stories of the Negro, as well as other minority groups, in their textbooks of history, readers, and books of literature. The responses of these publishing companies show the finest spirit of cooperation. This subcommittee is continuing its work.

2. *Subcommittee on Radio and Moving Pictures.* The chairman of this subcommittee, Walter N. Ridley, has been in touch with broadcasting companies, Town Meeting of the Air, the Junior Town Meeting League of which he is an executive committee member, and the Institute for Radio in Education, which has asked his suggestions and cooperation in the program and in encouraging Negro participation.

Mr. Ridley and his committee members have been in close touch with Will Hays, before his retirement as head of the moving picture producers and distributors; his successor, Eric Johnston; Warner Brothers; and educational film producers. They are all most cooperative in the program. This subcommittee is continuing its program.

3. *The Subcommittee on Federal Aid in Education.* Miss Mary L. Williams, chairman of this subcommittee, has cooperated with the NEA officials and leaders in education and the Congress in efforts to secure federal aid

in education which will help to equalize and to provide adequate education for *all the children* of the nation. This subcommittee was authorized to continue its program.

4. *The Subcommittee on Intercultural Relations.* The chairman of this subcommittee, N. C. Newbold, reported that the committee recommends that the U. S. Office of Education explore the possibilities of calling a conference on intercultural education in which the Joint NEA and ATA Committee would cooperate. A motion was passed by unanimous vote that this NEA-ATA Joint Committee undertake the active sponsorship of research relating to intercultural relations which will help to equalize educational opportunities and provide adequate educational facilities for *all the children* in the nation.

Secretary Givens raised an important question for the serious consideration of the Joint Committee: "How can the ATA and the NEA work together more effectively for the promotion of the best interests of all the children and the welfare of all the teachers?"

To make an effort at answering this question a motion was passed by unanimous vote authorizing the NEA-ATA Joint Committee to undertake the sponsorship of this project, and that a subcommittee composed of Secretary Givens, Mr. Ridley, Dr. Trenholm, and Dr. Dawson be given the task of preparing a statement of guiding principles and objectives with respect to this program of cooperative effort.

JOINT COMMITTEE OF THE NATIONAL EDUCATION ASSOCIATION AND THE NATIONAL CONGRESS OF PARENTS AND TEACHERS

The members of the Committee are: (a) for the National Congress of Parents and Teachers—Agnes Samuelson, Washington, D. C., *chairman*; Mrs. William A. Hastings, Madison, Wis.; and Mrs. L. W. Hughes, Arlington, Tenn.; (b) for the National Education Association—Mrs. Mary L. Hollister, Kansas City, Mo.; Mason A. Stratton, Atlantic City, N. J.; and Julia E. Sullivan, Brighton, Mass.

The purpose and responsibility of this Committee is to stimulate greater home and school cooperation. To that end it calls attention to common areas of interest, provides materials for study and discussion, and recommends joint activities.

The Committee prepared a brochure entitled *Looking Toward Tomorrow's Education*. It was designed to serve as the springboard for forums and discussion groups concerned with improving schools in terms of new needs and changing conditions.

The response to this publication on the part of local parent-teacher units and local teachers associations has been very gratifying. Over 81,000 of these pamphlets have already been distributed.

During the next two years the Committee expects to continue to supply local groups with materials dealing with areas of material concerning the

preparation of children for tomorrow's world. It hopes to join other groups in working on teacher recruitment.

The Committee recommends that:

Local teachers associations and local parent-teacher units be encouraged to hold joint meetings for the discussion of areas of common concern in the education of today's children who will be humanity's color bearers tomorrow.

IV. Commissions and Councils

THE NATIONAL EDUCATION ASSOCIATION has created certain special deliberative bodies known either as councils or as commissions. These groups usually operate in large areas of professional interest under the general supervision of the Executive Committee.

EDUCATIONAL POLICIES COMMISSION

The chairman and the secretary of the Commission are Francis L. Bacon, Evanston, Ill., and William G. Carr, Washington, D. C., respectively. The secretary is also associate secretary of the NEA. This report includes, therefore, major activities of the associate secretary as well as of the Commission and its staff.

Publications issued by the Commission for the years 1944-46 include: *Learning About Education and the Peace*, *Let's Talk About Education and the People's Peace*, *Let's Look at Education and the People's Peace*, *Two Addresses on Education and the People's Peace*, *Education for All American Youth*, *A Program for the Education of Returning Veterans*, *Education for All American Youth Is All America's Business*, *Compulsory Peacetime Military Training*, *Federal-State Relations in Education*, *Source Book on Federal-State Relations in Education*, *Educational Services for Young Children*, *Health and Physical Fitness for All American Children and Youth*, *Policies for Education in American Democracy*, *UNESCO Preamble—Poster*, and *Teaching About the United Nations Charter*.

Articles were prepared for: *National Parent-Teacher*, two articles; *The Spokesman*; *Changing World*; *Educational Forum*; *NEA Journal*, three articles; *Journal of Educational Research*; the forty-eight state education journals, two articles; *Classroom Teachers Bulletin*; *Childhood Education*; *Lions Magazine*; *Post War World*; *Elementary Principals Yearbook*; *Camp Fire Girls Magazine*; *Progressive Education*; and *Annals of the American Academy*.

Regional conferences were held in:

Philadelphia, Pa.	September, 1944	Los Angeles, Calif.	October, 1944
Washington, D. C.	September, 1944	Houston, Texas	October, 1944
Boston, Mass.	September, 1944	Kansas City, Kan.	October, 1944
Indianapolis, Ind.	October, 1944	Atlanta, Ga.	November, 1944
Minneapolis, Minn.	October, 1944	San Francisco, Calif.	April, 1945
Portland, Ore.	October, 1944	Los Angeles, Calif.	May, 1945

Evanston, Ill.	December, 1945	York, Pa.	April, 1946
Nashville, Tenn.	January, 1946	Reading, Pa.	April, 1946
Minneapolis, Minn.	January, 1946	Wilkes Barre, Pa.	April, 1946
Philadelphia, Pa.	January, 1946	Lockhaven, Pa.	April, 1946
Detroit, Mich.	January, 1946	Newcastle, Pa.	May, 1946
Salisbury, Md.	April, 1946	Erie, Pa.	May, 1946
Chestertown, Md.	April, 1946	Johnstown, Pa.	May, 1946
Easton, Md.	April, 1946	Pittsburgh, Pa.	May, 1946
	Philadelphia, Pa.	May, 1946	

Field work is summarized as follows:

	<i>States</i>	<i>Cities</i>	<i>Days</i>	<i>Contacts</i>
1945-46	9	13	91	7,395
1944-45	13	26	104	10,219

Testimony was presented at the following Congressional hearings:

Senate, Foreign Relations, UNO,	July 12, 1945
Senate, Military Affairs, Surplus Property,	February 25, 1946
House, Military Affairs, Conscription,	February 28, 1946
House, Foreign Affairs, UNESCO,	April 4, 1946

Numerous radio broadcasts were made:

OWI	Shortwave	January 15, 1945
NBC	Television	April 12, 1945
WSFS	F. M.	May 2, 1945
KWKW	Pasadena	May 7, 1945
KMPC	San Francisco	May 8, 1945
NBC	Network	May 15, 1945
KLX	Oakland	May 17, 1945
KLZ	Network	May 17, 1945
OWI	Shortwave	May 24, 1945
WINX	Washington	July 10, 1945
CBS	Network	September 9, 1945
WMAL	Washington	May 22, 1946

Other major activities included:

1. Successful culmination of campaign for the explicit recognition of education in the United Nations Charter at the San Francisco Conference.
2. Participation in the conference in London which organized the United Nations Education, Scientific and Cultural Organization.
3. Widespread promotion and use of the report on *Education for All American Youth*. Articles in *Life*, *American Magazine*, and many other lay and professional magazines.
4. Completion of plans for the World Conference of the Teaching Profession, to be held the last two weeks of August 1946 at Endicott, New York.
5. Helping to arrange about 75 Anglo-American teacher exchanges.
6. Representing the NEA in conferences at the State Department and with visiting educators from abroad.
7. Arranging two three-day meetings of the International Education Assembly.
8. General coordination of the relationship between the National Education Association and its departments.
9. General administration of twenty-eight Regional Conferences for Teachers of Spanish and Portuguese.
10. Serving as Acting Executive Secretary during the absence of the Executive Secretary in March and April 1946.

LEGISLATIVE COMMISSION

The members of the Core Committee are: H. M. Ivy, Meridian, Miss., *chairman*; Jere Wells, Atlanta, Ga.; Forrest Rozzell, Little Rock, Ark.; Arthur Corey, Los Angeles, Calif.; Mrs. Beulah Keaton Walker, Dallas, Texas; Frank Heinisch, Omaha, Nebr.; and J. Easton Parratt, Salt Lake City, Utah.

Chief task of the Legislative Commission is the development of policies to govern the promotion of federal school legislative objectives.

For the past two years the Commission has devoted itself primarily to federal aid legislation authorizing funds to assist the states, without federal control, more nearly to equalize educational opportunity and to meet emergency conditions arising from the war. S181-HR1296 were introduced in the 79th Congress. Senate and House committees held hearings. The House committee, by a vote of 10 to 9, refused on December 12, 1945 to report its version of HR1296 (which had been introduced as HR4929) for favorable House action. Closeness of the vote represented a marked gain in House committee sentiment favorable to federal aid legislation. At the time of preparing this report, S181 (amended) was pending in the Senate. It had the support of the original sponsors—Senators Lister Hill (Ala.) and Elbert D. Thomas (Utah)—and of the able Senator from Ohio, Robert A. Taft, who led the fight against similar legislation in the preceding Congress. The campaign to secure enactment of this legislation will continue with vigor until successfully culminated.

The Commission participated during the two-year period in legislative service treating such issues as veterans education, surplus property, school lunch, federal aid for school construction, health, extension of price controls, UNESCO, national science foundation, universal military training, and reorganization of government.

In a separate statement the Commission offers for Assembly consideration a series of legislative objectives for the ensuing year (1946-47). This statement, in whatever form it may be approved by the Assembly, should stand as the legislative platform of the NEA until further amended by the Assembly, or is in due process changed by the Commission, with the approval of the Executive Committee, during intervals between Assembly sessions.

Basic issues before the Assembly for which clear and stable policies have not yet been developed by federal government with respect to education include:

1. Federal-State Relations in Federally Aided Education Programs
2. Extent of Federal Responsibility for the Education of American Youth
3. Use of Federal Funds under the Control of Public Agencies for Free, Tax-Supported, Public Education
4. General versus Special Aid Types of School Legislation
5. Strengthening the U. S. Office of Education for More Effective Service.

Required in every state to implement the work of the Legislative Commission and of the Legislative-Federal Relations Division is an effective committee organization charged with the promotion of federal school legislative

service. Such organizations, while working directly under the supervision of state education associations, should operate closely with the NEA Legislative-Federal Relations Division. State organizations should be adequately financed. They should be led by persons experienced in legislative service, broad in understanding the place and function of education in building a greater nation and a better world, enthusiastic and of great faith, respected in their states and communities. Much progress has been made in building such organizations in a number of states. A great deal more progress needs to be made before the teaching profession can successfully exercise a comprehensive and beneficent leadership, outside the classroom, in public affairs. To this subject, the Representative Assembly could to great public profit address its most serious attention.

NATIONAL COMMISSION FOR THE DEFENSE OF DEMOCRACY THROUGH EDUCATION

The members of the Executive Committee of the Commission are: Alonzo F. Myers, New York, N. Y., *chairman*; Virginia Kinnaird, Ft. Wayne, Ind., *vicechairman*; John W. Dodd, Freeport (L. I.), N. Y.; Kate Frank, Muskogee, Okla.; Theodore W. H. Irion, Columbia, Mo.; Ernest O. Melby, New York, N. Y.; Mary E. Titus, Huntington, W. Va. Ex officio members of the Commission are: F. L. Schlagle, NEA president; Willard E. Givens, NEA executive secretary; and Joseph H. Saunders,* chairman of the Board of Trustees. Donald DuShane is secretary of the Commission.

Created by action of the NEA Representative Assembly in Boston, July 3, 1941, this Commission is now concluding its fifth year along the lines of its established objectives, namely, to bring to the public a fuller understanding and appreciation of the dependence of democracy upon a better education for all our people; to assist in receiving adequate financial support for public education and to cooperate with state and local associations toward this end; to investigate charges against teachers, school systems, and education in general, and to defend them against unjust attack; and to work for those teaching conditions essential to the preservation of American democracy.

Following are some of the major activities carried on by the Commission during the past two years:

1. Successful culmination of the efforts of the Kate Frank Defense Committee. Miss Frank, who was dismissed from her teaching post in Muskogee, Oklahoma, in the spring of 1943, was reappointed to her former position by the schoolboard early in 1945, with no conditions attached to her reappointment. Thus the organized teachers of America, operating thru the Kate Frank Defense Committee organized by the Department of Classroom Teachers and the Defense Commission, have effectively served notice on boards of education that they do not intend to permit capable members of the

* Deceased.

teaching profession to be dismissed without just cause. The action of the citizens of Muskogee at the polls following the belated action of the Muskogee schoolboard in reinstating Miss Frank provides heartening evidence of approval by the public of forthright action by the teaching profession in coming to the defense of teachers unjustifiably dismissed.

The unexpended balance in the Kate Frank Defense Fund has by unanimous approval of the subscribers to the fund been converted into a Teachers' Defense Fund. This fund of \$1009 is held jointly by the Department of Classroom Teachers and the Defense Commission. We hope that this fund will grow until a substantial sum will be available in approved emergency cases for the defense of teachers unjustifiably dismissed. The existence of such a fund will be a powerful deterring force to prevent such dismissals.

2. On October 9, 1944, the Executive Committee of the Defense Commission, acting on official requests from the NEA Executive Committee and educational and civic groups in Chicago and the Illinois Education Association, voted unanimously "to undertake an investigation of personnel practices in the Chicago school system." A highly competent investigating committee was appointed. The investigation was begun in November 1944, and completed in May 1945. The published report, *Certain Personnel Practices in the Chicago Public Schools*, has been widely distributed in Chicago and thruout the nation. We believe that this investigation and report will prove to be the major instrumentality in cleaning up what is generally conceded to be the worst educational situation in the United States. We are receiving requests for investigations in other communities. All such requests emanating from responsible educational and civic organizations will receive serious consideration with a view to possible action in cases where preliminary study indicates that constructive ends will be served. The Commission has conducted various inquiries in cases involving injustices to teachers and school systems and has cooperated fully with the Tenure Committee in various tenure and unjust discharge cases. The investigations and teacher welfare work of the Commission have been in part supported by a grant of funds for this purpose from the War and Peace Fund of the NEA.

3. The Defense Commission has been active for the major part of its existence in the field of promoting intercultural understanding and cooperation. At the Pittsburgh Convention in 1944 we had an excellent meeting on this subject. For more than two years the Commission has been the recognized liaison agency between the teaching profession and the major intercultural organizations. More recently the Commission has appointed an able special Committee on Human Brotherhood and Understanding. The printed report of this committee should be available for distribution early in the fall of 1946. The Commission has published recently an excellent report on tolerance education prepared by the NEA Research Division. In cooperation with the joint NEA-American Teachers Association Committee, the Defense Commission has published a bibliography entitled *Sources of Instructional Materials on Negroes*, prepared by Ambrose Caliver and Theresa B. Wilkins of the U. S. Office of Education.

4. At the 1944 Convention the Defense Commission reported a grant of funds from the NEA War and Peace Fund "to make possible a broader program of cooperation with important lay groups in building an increased public appreciation of the importance of education and a greater public support for adequate financing of public education." Utilizing this grant of funds, the Commission late in 1944 set up a program of conferences in which representative leaders of business, industry, labor, agriculture, and the professions meet with representative members of the teaching profession for an informal interchange of views. These conferences have been signally successful. They have been conducted in California, Colorado, Georgia, Kansas, Maine, Minnesota, Montana, Nebraska, New Jersey, North Carolina, Ohio, Oregon, South Carolina, Tennessee, Texas, Utah, and West Virginia. It is confidently hoped that the necessary funds will be made available to permit continuing this valuable conference program thru the entire school year 1946-1947.

5. The Defense Commission was requested by the NEA Executive Committee to assume responsibility for seeking Congressional action to curb interference by James Caesar Petrillo with radio broadcasting by school musical groups. We are happy to report that President Truman has signed the measure passed by large majorities in both Houses of Congress which it is believed will effectively curb such interferences.

6. The Defense Commission has cooperated actively with the Tenure Committee. This cooperation has been facilitated by the fact that Dr. DuShane serves as the NEA staff representative assigned to the Tenure Committee.

7. The Defense Commission has been active in the fight against the passage of legislation for universal military training in peacetime. We expect to continue this fight against peacetime conscription until it is decisively and finally defeated.

8. During the past two years the Commission has also concerned itself with such problems as teacher welfare, the status of white collar workers, child labor, juvenile delinquency, crime prevention, child welfare, full employment, training of voters, and national health and their relationship to education and democracy.

The Commission recommends:

1. The postwar period will probably bring additional demands for investigation and action in connection with the protection of teachers and of school systems against unjust treatment. To this end we recommend the addition to the Commission staff of a legally trained person competent to collect evidence for investigations.

2. We recommend continuance of state and regional conferences with lay and professional groups, and the promotion of conferences in cooperation with local affiliates.

3. We recommend full support by the Delegate Assembly in the further development of the Commission's program for human brotherhood and understanding.

4. The Kate Frank case illustrates the need for a teachers' defense fund. We recommend that the Delegate Assembly endorse the establishment and support of the teachers' defense fund maintained by the Department of Classroom Teachers and the Defense Commission.

5. In view of the continuing emergency relating to teachers' salaries and teacher shortage, we recommend that the Delegate Assembly approve intensified efforts by the Commission and the National Education Association to improve the economic, professional, and social status of teachers, and the Commission hereby pledges its full support of such a program.

NATIONAL COMMISSION ON SAFETY EDUCATION

The members of the Commission are: Roscoe West, Trenton, N. J., *chairman*; Hanson H. Anderson, Indianapolis, Ind.; Albert Coates, Chapel Hill, N. C.; Will C. Crawford, San Diego, Calif.; Frank W. Cyr, New York, N. Y.; Nellie Lind, Denver, Colo.; Gladys Simonds, Toledo, Ohio; Marion H. Trabue, State College, Pa.; Edwin W. Broome, Rockville, Md.; Fred W. Eberle, Montgomery, W. Va.; Mabel Ewing, Swarthmore, Pa.; Gordon C. Graham, Detroit, Mich.; E. B. Norton, Montgomery, Ala.; Ralph A. Moyer, Ames, Iowa; Lida Thornton Meriwether, Pascagoula, Miss.; Robert W. Eaves, NEA Staff, secretary; Frank W. Hubbard, director of research, NEA, consultant.

The National Commission on Safety Education operates as an impartial body prepared to function in an advisory capacity, correlating the best and most recent developments in the fields of safety with latest methods and procedures in education, from lower elementary thru college and university levels. General objectives are threefold: to interest educators in safety education, to offer them guides in conducting their activities, and to assure cooperative efforts between schools and recognized agencies interested in safety education and training.

The Commission was organized in May 1944. Within the short span of its existence, it has contributed significantly to safety education.

Highlighting the past year's achievements was the National School Bus Conference, held jointly by the National Commission on Safety Education and the National Council of Chief State School Officers at Jackson's Mill, West Virginia, November 1945. At this Conference 113 persons, including representatives of forty-four state departments of education, forty-nine representatives of automobile manufacturers and twelve representatives of other agencies interested in school transportation, revised the *1939 School Bus Standards* and made other recommendations concerning school bus service. Successful termination of this conference put school bus transportation on a safer and more efficient basis. Uniform agreements reached at this time will undoubtedly mean a tremendous saving in costs, besides insuring safer transportation of children and speedier manufacture of buses.

Publications issued to date by the Commission, or as a joint project

with other groups, include: *Toward Safer Living*, a leaflet which describes personnel and objectives of the Commission; *Help Build Future America thru Driver Education and Training*, a joint statement of seven agencies active in driver education and training, designed to show agreement of these organizations on the fundamentals of civic education and training; *Safety Materials for the Professional School Library*; *The Elementary School Principal Plans for Safe Living* and *Teachers and Children Plan for Safe Living*, dual publications prepared jointly by the Department of Elementary School Principals and the Commission; *The Motor Vehicle Transportation in American Life*, for high-school teachers, developed as a joint project with the National Association of Secondary-School Principals and the National Council for the Social Studies; and *Safer Highway Travel*, a report by twenty-one teachers of classroom activities in the elementary school, and the *1945 School Bus Standards*.

Two bulletins for teacher education colleges, *Safety Education for Teacher Education Colleges* and *A Guide for College Instructors of Safety Education*, are now being tried out in a number of teacher education colleges and will be published when evaluation and revisions are complete.

In the process of completion are additional activities of significance which will result in publication of a number of other manuscripts. These include: preparation of materials for teaching safety to nursery school and primary grade children; active participation in the work of the National Traffic Safety Committee; sponsorship of a study initiated by the National Congress of Parents and Teachers on cooperative activities for safety education needed and desired between home and school; a study of motor vehicle driving by high-school youth. A folder and radio script on safety for American Education Week programs is being prepared. A slide film based on *Motor Vehicle Transportation in American Life* will be developed. A study of safety programs in colleges and universities is being initiated.

NATIONAL COUNCIL ON TEACHER RETIREMENT

The members of the Core Committee are: William Howard MacGregor, Montgomery, Ala., *chairman*; Daisy Brown, St. Paul, Minn.; *vicechairman*; Jennie Roch, New Orleans, La., *secretary-treasurer*; Harry M. Howell, Los Angeles, Calif.; C. B. Murray, Albany, N. Y.; Edith C. Peters, Columbus, Ohio; and Ray L. Lillywhite, Salt Lake City, Utah.

The purpose and responsibility of the Council is to safeguard and strengthen existing retirement systems, to disseminate information of interest to all retirement systems, and to work with the NEA Research Division in collecting and disseminating information of general interest to all retirement systems.

Since the last annual meeting in Kansas City, March 8-9, 1944, the Executive Committee of the Council and secretaries of a number of retirement systems met with the NEA Research Division in Washington in January 1945, and December 1945. The status of national legislation in

regard to payment of income tax on retirement benefits by retired teachers, as well as legislation in regard to social security in connection with teacher retirement systems, was discussed and the Legislative Committee was instructed to present the views of the Council at hearings of the Committee on Ways and Means of the House of Representatives.

During March 1946 the chairman of the Legislative Committee, George M. Pogue, executive secretary of the Ohio State Teachers' Retirement System, appeared before the Committee on Ways and Means of the House of Representatives to present the following views of secretaries of teacher retirement systems covering some 401,000 members in regard to coverage of state and local employees under social security: "This Council recommends the judicious extension of professional security and of sound state and local retirement systems. It opposes the extension of federal social security legislation to include employees of school systems unless established and approved state and local systems are continued and protected." Mr. Pogue gave definite reasons why it would not benefit teachers to be under social security instead of state or local retirement systems, and urged the Committee on Ways and Means to protect teacher retirement systems and their members by adopting a formula similar to the safeguards in the Wagner-Murray-Dingell bill.

The Legislative Committee has also attempted to have retirement allowances or a portion of such allowances exempted from federal income taxes. The attitude of the Ways and Means Committee is not favorable to such proposal, but a petition has been filed with the Ways and Means Committee asking for a hearing on exempting retirement allowances from taxes when the new income tax law is taken up, probably in 1947. Meanwhile, groups of public employees are being called together in conferences to provide a united position on the question. Specific bills may be introduced to bring the issue in sharp focus.

The NEA Research Division and the National Council on Teacher Retirement released January 1946 *Statutory Provisions for Statewide Retirement Systems*. The Council considers this pamphlet to be one of the best released up to the present time.

The annual meeting of the Council was held in Chicago, March 15 and 16, 1946. Representatives from thirty states attended the meeting, the program of which stressed financing retirement systems, some current thoughts on investments, state and federal legislation, and problems of secretaries of retirement systems.

The major publications during the next two years will be the annual report covering the Chicago meeting of 1946, and the meeting of 1947.

The Council recommends that:

The NEA continue its support of the work of the National Council by appropriating \$5000, or as much thereof as may be necessary, to publish and disseminate written information and to cover expenses of members of the Council invited to visit various areas to confer with committees desiring information regarding the development of their systems.

NECROLOGY LIST

The following NEA members have been reported deceased during 1944-46 school years:

- ALABAMA
Mrs. Mary N. Senholz
- ARIZONA
S. Theresa Anderson
- CALIFORNIA
Susan A. C. Bailey
Paul E. Billeter
Dora Y. Chandler
Ralph W. Detter
L. M. Drury
Bertha L. Grimsley
Stanley Goodson
William C. Gunnerson
Howard Harper
C. C. Heggie
Josephine Lorenz
Irene Mallat
Agnes C. Mayes
Ethel B. McKinley
Bernice Morrison
Mrs. Ruth Peyton
W. F. Reyer
M. Angelyn Seamans
Mrs. Minnie D. Simpson
Mabel H. Slemmer
Willard A. Spooner
- COLORADO
Charles C. Casey
Mrs. Mae Richey
- CONNECTICUT
Mrs. Lillian C. Kingsley
- DELAWARE
Mary E. Rumer
- GEORGIA
Agnes Carder
- IDAHO
Teresa Glockling
- ILLINOIS
Helen I. Bourke
Florine Fulkerson
Olga E. Lindborg
C. F. Malmberg
H. C. Taylor
Laura M. Woodmansee
- INDIANA
Esther C. Mommer
Addie Wheeler
- IOWA
Virida Miller
- KANSAS
Charline Holland
Alta Haynes
Maude Van Cleave
- KENTUCKY
W. S. Blanton
- MARYLAND
Margaret Beavin
- MASSACHUSETTS
Mabel F. Cressy
Bessie E. David
Betty May Foster
Marion Furlong
- Beverly Freitag
Alice Gorst
Sara Hamilton
Mary A. Haverty
Hattie R. Lawton
Phillip Palmstrom
Caroline C. Paul
Catharina Silvia
A. M. Stonehouse
William P. Woolley
Victoria M. H. Zeller
- MICHIGAN
Lydia Burnett
Arletta Kauth
- MINNESOTA
Etta O. Christensen
Ray E. Coleman
Horace Newhart
Jennie M. Wiesenthal
- MISSISSIPPI
Mrs. W. G. Ellis
M. F. Nichols
- MISSOURI
Mrs. Edwilda Eldredge
C. E. Evans
Etta Fishbein
J. Edna Greene
Julia Lindenschmidt
G. W. Marsten
Helen McNary
Morton Mitchell
- NEBRASKA
E. D. Gepson
H. B. Simon
- NEW JERSEY
R. E. Cheney
Eliza C. Dabbs
John S. French
Jessie Kistler
Berta A. Koyt
James E. Russell
Mrs. Clara A. Wootton
- NEW YORK
Ernestine Bargas
Joseph P. Behm
Helen Bond
Victorine E. Borrell
Edith Dunlap
Mrs. Ethel C. Kaye
Samuel F. Kirschner
Miriam C. Lenihan
M. Katherine McMahon
Chester J. Miller
Clara E. Miller
E. R. Mosher
Ruth L. Nathan
James I. Newton
Mrs. Alice Palmer
William Richmond
Julia C. Stearns
- NORTH CAROLINA
Velma Grayson
- NORTH DAKOTA
Peter M. Christensen
Grace D. Fluke
- OHIO
Dora Buettner
Agnes Burgess
- Mabel Crippen
Mrs. Emma Garvin
Georgiana Harper
Mary L. Huffman
Ethan Huntzinger
Evelyn Lightner
Ethel G. McDaniel
Edna B. Neff
Margaret Reed
Edna K. Shepard
Frances Thompson
Helen R. Wagner
Florence Worthington
- OKLAHOMA
Jarmie Revelle
- OREGON
Mrs. Opal Mooter
- PENNSYLVANIA
Robert J. Anderson
Noah Baugher
C. H. Bowers
Frances Brooks
Alvin H. Brown
Noah L. Case
Evelyn Cook
A. E. Deckard
Edward F. Emanuel
Anna Rich Fulmer
Bertha Fulton
P. K. Gotwalt
George T. Hadley
Wm. J. Hillibush
Elizabeth C. Jillard
Viola Kammerer
D. A. Kline
Roy W. Lambert
Clarence W. Lehr
John J. Mangan
Zigmond Molesky
Grace A. Patterson
Danner A. Peters
A. P. Ringler
B. F. Sawyer
Fanny B. Tebay
Betty L. Zahniser
- RHODE ISLAND
Marian M. Bright
Christina McLean
Annie M. C. Watts
- SOUTH DAKOTA
Ivan W. Smith
- TENNESSEE
Mrs. Everett Walling
Mrs. Lelia Williams
- TEXAS
Neuda Greeman
Fay H. McLanahan
- VERMONT
Mary R. Daley
- VIRGINIA
Coleman Boswell
Claudia Hagy
- WEST VIRGINIA
Mrs. Julia R. McCulloch
- WYOMING
Wilda M. Forgy

ASSOCIATIONAL RECORDS AND INFORMATION

Charter

1857—1870

THE NATIONAL TEACHERS ASSOCIATION

Organized August 26, 1857, at Philadelphia, Pennsylvania.

PURPOSE—*To elevate the character and advance the interests of the profession of teaching and to promote the cause of popular education in the United States.*

The name of the Association was changed at Cleveland, Ohio, on August 15, 1870, to the "National Educational Association."

1870—1907

NATIONAL EDUCATIONAL ASSOCIATION

Incorporated under the laws of the District of Columbia, February 24, 1886, under the name, "National Education Association," which was changed to "National Educational Association," by certificate filed November 6, 1886.

1907—

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

Incorporated under a special act of Congress, approved June 30, 1906, to succeed the "National Educational Association." The charter was accepted and bylaws were adopted at the Fiftieth Anniversary Convention held July 10, 1907, at Los Angeles, California.

ACT OF INCORPORATION

AN ACT TO INCORPORATE THE NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled:

SECTION 1. That the following-named persons, who are now officers and directors and trustees of the National Educational Association, a corporation organized in the year eighteen hundred and eighty-six, under the Act of General Incorporation of the Revised Statutes of the District of Columbia viz.:

Nathan C. Schaeffer, Eliphalet Oram Lyte, John W. Lansinger, of Pennsylvania; Isaac W. Hill, of Alabama; Arthur J. Matthews, of Arizona; John H. Hinemon, George B. Cook, of Arkansas; Joseph O'Connor, Josiah L. Pickard, Arthur H. Chamberlain, of California; Aaron Gove, Ezekiel H. Cook, Lewis C. Greenlee, of Colorado; Charles H. Keyes, of Connecticut; George W. Twitmyer, of Delaware; J. Ormond Wilson, William T. Harris, Alexander T. Stuart, of the District of Columbia; Clem Hampton, of Florida; William M. Slaton, of Georgia; Frances Mann, of Idaho; J. Stanley Brown, Albert G. Lane, Charles I. Parker, John W. Cook, Joshua Pike, Albert R. Taylor, Joseph A. Mercer, of Illinois; Nebraska Cropsey, Thomas A. Mott, of Indiana; John D. Benedict, of Indian Territory; John F. Riggs, Ashley V. Storm,	List of Incorporators
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of Iowa; John W. Spindler, Jasper N. Wilkinson, A. V. Jewett, Luther D. Whittemore, of Kansas; William Henry Bartholomew, of Kentucky; Warren Easton, of Louisiana; John S. Locke, of Maine; M. Bates Stephens, of Maryland; Charles W. Eliot, Mary H. Hunt, Henry T. Bailey, of Massachusetts; Hugh A. Graham, Charles G. White, William H. Elson, of Michigan; William F. Phelps, Irwin Shepard, John A. Cranston, of Minnesota; Robert B. Fulton, of Mississippi; F. Louis Soldan, James M. Greenwood, William J. Hawkins, of Missouri; Oscar J. Craig, of Montana; George L. Towne, of Nebraska; Joseph E. Stubbs, of Nevada; James E. Klock, of New Hampshire; James M. Green, John Enright, of New Jersey; Charles M. Light, of New Mexico; James H. Canfield, Nicholas Murray Butler, William H. Maxwell, Charles R. Skinner, Albert P. Marble, James C. Byrnes, of New York; James Y. Joyner, Julius Isaac Foust, of North Carolina; Pitt Gordon Knowlton, of North Dakota; Oscar T. Corson, Jacob A. Shawan, Wells L. Griswold, of Ohio; Edgar S. Vaught, Andrew R. Hickham, of Oklahoma; Charles Carroll Stratton, Edwin D. Ressler, of Oregon; Thomas W. Bicknell, Walter Ballou Jacobs, of Rhode Island; David B. Johnson, Robert P. Pell, of South Carolina; Moritz Adelbert Langer, of South Dakota; Eugene F. Turner, of Tennessee; Lloyd E. Wolf, of Texas; David H. Christensen, of Utah; Henry O. Wheeler, Isaac Thomas, of Vermont; Joseph L. Jarmon, of Virginia; Edward T. Mathes, of Washington; T. Marcellus Marshall, Lucy Robinson, of West Virginia; Lorenzo D. Harvey, of Wisconsin; Thomas T. Tynan, of Wyoming; Cassia Patton, of Alaska; Frank H. Ball, of Porto Rico; Arthur F. Griffiths, of Hawaii; C. H. Maxson, of the Philippine Islands; and such other persons as now are or may hereafter be associated with them as officers or members of said Association, are hereby incorporated and declared to be a body corporate of the District of Columbia by the name of the "National Education Association of the United States," and by that name shall be known and have a perpetual succession with the powers, limitations, and restrictions herein contained.

Purpose and Departments SEC. 2. That the purpose and objects of the said corporation shall be to elevate the character and advance the interests of the profession of teaching and to promote the cause of education in the United States. This corporation shall include the National Council of Education and the following departments, and such others as may hereafter be created by organization or consolidation, to wit: The Departments, first, of Superintendence; second, of Normal Schools; third, of Elementary Education; fourth, of Higher Education; fifth, of Manual Training; sixth, of Art Education; seventh, of Kindergarten Education; eighth, of Music Education; ninth, of Secondary Education; tenth, of Business Education; eleventh, of Child Study; twelfth, of Physical Education; thirteenth, of Natural Science Instruction; fourteenth, of School Administration; fifteenth, of the Library; sixteenth, of Special Education; seventeenth, of Indian Education; the powers and duties and the numbers and names of these departments and of the National Council of Education may be changed or abolished at the pleasure of the corporation, as provided in its bylaws.

Powers of Corporation SEC. 3. That the said corporation shall further have power to have and to use a common seal, and to alter and change the same at its pleasure; to sue or to be sued in any court of the United States, or other court of competent jurisdiction; to make bylaws not inconsistent with the provisions of this Act or of the Constitution of the United States; to take or receive, whether by gift, grant, devise, bequest, or purchase, any real or personal estate, and to hold, grant, convey, hire, or lease the same for the purpose of its incorporation; and to accept and administer any trust of real or personal estate for any educational purpose within the objects of the corporation.

SEC. 4. That all real property of the corporation within the District of Columbia which shall be used by the corporation for the educational or other purposes of the corporation as aforesaid other than the purposes of producing income and all personal property and funds of the corporation held, used, or invested for educational purposes aforesaid, or to produce income to be used for such purposes, shall be exempt from taxation; *provided, however,* That this exemption shall not apply to any property of the corporation which shall not be used for, or the income of which shall not be applied to, the educational purposes of the corporation; and, *provided further,* That the corporation shall annually file, with the Commissioner of Education of the United States, a report in writing, stating in detail the property, real and personal, held by the corporation, and the expenditure or other use or disposition of the same, or the income thereof, during the preceding year.

Property To Be
Tax-Exempt

SEC. 5. The qualifications, classifications, rights, and obligations of members of said corporation shall be prescribed in the bylaws of the corporation.

Members

SEC. 6. (a) The officers of the corporation shall be a president, one or more vicepresidents, a secretary, a treasurer, a Board of Directors, an Executive Committee, a Board of Trustees, and such boards, councils, committees, and other officers as shall be prescribed in the bylaws.

Officers

(b) Except as limited by this Act, as amended, the bylaws of the corporation shall prescribe the powers, duties, terms of office, and the manner of election or appointment of the said officers, boards, councils, and committees; and the said corporation may by its bylaws make other and different provisions as to the numbers and names of the officers, boards, councils, and committees.

Additional
Boards, Coun-
cils, Commit-
tees, and
Officers

SEC. 7. (a) The Board of Trustees shall consist of four members elected by the Board of Directors for the term of four years, and the president of the Association, who shall be a member ex officio during his term of office. At the first meeting of the Board of Directors, held during the annual meeting of the Association at which they were elected, they shall elect one trustee for the term of four years. All vacancies occurring in said Board of Trustees, whether by resignation or otherwise, shall be filled by the Board of Directors for the unexpired term; and the absence of a trustee from two successive annual meetings of the Board shall forfeit his membership.

Board of
Trustees

(b) The invested fund now known as the "Permanent Fund of the National Education Association," when transferred to the corporation hereby created shall be held in such corporation as a Permanent Fund and shall be in charge of the Board of Trustees, which shall provide for the safekeeping and investment of such fund, and of all other funds which the corporation may receive by donation, bequest, or devise. No part of the principal of such Permanent Fund or its accretions shall be expended, except by a two-thirds vote of the Representative Assembly, after the proposed expenditure has been approved by the Board of Trustees and the Board of Directors, and after printed notice of the proposed expenditure has been printed in the *Journal of the National Education Association* at least two months prior to the meeting of the Representative Assembly.

Permanent
Fund

(c) The income of the Permanent Fund shall be used only to meet the cost of maintaining the organization of the Association and of publishing its annual volume of *Proceedings*, unless the terms of the donation, bequest, or devise shall otherwise specify, or the bylaws of the corporation shall otherwise provide.

Election of Secretary

(d) The Board of Trustees shall elect the secretary of the Association, who shall be secretary of the Executive Committee, and shall fix the compensation and the term of his office for a period not to exceed four years.

Office of Corporation

SEC. 8. That the principal office of the said corporation shall be in the city of Washington, D. C.; *provided*, That the meetings of the corporation, its officers, committees, and departments, may be held, and that its business may be transacted, and an office or offices may be maintained, elsewhere, within the United States, as may be determined in accordance with the bylaws.

Acceptance of This Charter

SEC. 9. That the charter, constitution, and bylaws of the National Educational Association shall continue in full force and effect until the charter granted by this Act shall be accepted by such Association at the next annual meeting of the Association, and until new bylaws shall be adopted; and that the present officers, directors, and trustees of said Association shall continue to hold office and perform their respective duties as such until the expiration of terms for which they were severally elected or appointed, and until their successors are elected. That at such annual meeting the active members of the National Educational Association, then present, may organize and proceed to accept the charter granted by this Act and adopt bylaws, to elect officers to succeed those whose terms have expired or are about to expire, and generally to organize the "National Education Association of the United States"; and that the Board of Trustees of the corporation hereby incorporated shall thereupon, if the charter granted by this Act be accepted, receive, take over, and enter into possession, custody, and management of all property, real and personal, of the corporation heretofore known as the National Educational Association incorporated as aforesaid, under the Revised Statutes of the District of Columbia, and all its rights, contracts, claims, and property of every kind and nature whatsoever, and the several officers, directors, and trustees of such last-named Association, or any other person having charge of any of the securities, funds, books, or property thereof, real or personal, shall on demand deliver the same to the proper officers, directors, or trustees of the corporation hereby created. *Provided*, That a verified certificate executed by the presiding officer and secretary of such annual meeting, showing the acceptance of the charter granted by this Act by the National Educational Association, shall be legal evidence of the fact, when filed with the Recorder of Deeds of the District of Columbia; and *provided further*, That in the event of the failure of the Association to accept the charter granted by this Act at said annual meeting then the charter of the National Educational Association and its incorporate existence shall be and are hereby extended until the thirty-first day of July, nineteen hundred and eight, and at any time before said date its charter may be extended in the manner and form provided by the general corporation of the District of Columbia.

Rights of Creditors

SEC. 10. That the rights of creditors of the said existing corporation, known as the National Educational Association, shall not in any manner be impaired by the passage of this Act, or the transfer of the property heretofore mentioned, nor shall any liability or obligation, or payment of any sum due or to become due, or any claim or demand, in any manner, or for any cause existing against the said existing corporation, be released or impaired; and the corporation hereby incorporated is declared to succeed to the obligations and liabilities, and to be held liable to pay and discharge all of its debts, liabilities, and contracts of the said corporation so existing, to the same effect as if such new corporation had itself incurred the obligation or liability to pay such debts or damages, and no action or proceeding before any court or tribunal shall be deemed to have abated or been discontinued by reason of this Act.

SEC. 11. That Congress may from time to time alter, repeal, or modify this Act of Incorporation, but no contract or individual right made or acquired shall thereby be divested or impaired.

Amendments
to Charter

SEC. 12. That said corporation may provide, by amendment to its bylaws, that the powers of the active members exercised at the annual meeting in the election of officers and the transaction of business shall be vested in and exercised by a representative assembly composed of delegates apportioned, elected, and governed in accordance with the provisions of the bylaws adopted by said corporation.

Creation of
Representative
Assembly

Sections 1-11 were passed by Congress and approved by the President, June 30, 1906. They were accepted and adopted as the constitution of the National Education Association of the United States by the active members of the National Educational Association in annual session at Los Angeles, California, July 10, 1907.

Section 12 was passed by Congress and approved by the President of the United States, May 13, 1920, as an amendment to the original Act of Incorporation. It was accepted and adopted as an amendment to the constitution of the National Education Association of the United States by the active members thereof in annual session at Salt Lake City, Utah, July 9, 1920.

Sections 5-8 were amended by Congress and approved by the President of the United States, June 14, 1937. These amendments were accepted as amendments to the charter and adopted as amendments to the constitution by the Representative Assembly of the National Education Association of the United States at Detroit, Michigan, June 29, 1937.

Bylaws

*As Amended at the Annual Business Meeting of the Representative Assembly,
Buffalo, July 1946*

ARTICLE I—MEMBERSHIP

SECTION 1. The membership of the National Education Association shall consist of four classes: Active, Associate, Corresponding, and Institutional, whose qualifications, rights, and obligations shall be as hereinafter prescribed; *provided, however,* That no person shall be admitted or continued in membership in the NEA who advocates or who is a member of an organization that advocates changing the form of government of the United States by any means not provided for in the Constitution of the United States.

Membership
Defined

SEC. 2. Active members of the Association shall be those actively engaged in the profession of teaching or other educational work.

SEC. 3. The dues of an active member shall be \$3, effective beginning 1945-46, or \$5 annually or \$100 for a Life Membership. Active members shall be entitled to attend all meetings of the Association and its several departments, to vote for delegates to the Representative Assembly, and to hold office. Those who pay annual dues of \$3, effective beginning 1945-46, shall be entitled to receive the *Journal*. Those who pay annual dues of \$5 shall be entitled to receive, in addition to the *Journal*, the *Research Bulletins* and the volume of *Proceedings*. Those who pay \$100 become members for life without payment of additional dues and are entitled to receive the *Journal*, the *Research Bulletins*, and the volume of *Proceedings*.

Obligations
and
Privileges

Life Directors SEC. 4. All Life Directors shall have all the rights and privileges of active members without the payment of annual dues, and shall receive free without application or condition the publications of the Association.

Associate Members SEC. 5. Associate members of the Association shall be persons who are not actively engaged in the profession of teaching or other educational work, but who are otherwise interested in the promotion of education. The annual dues of an associate member shall be the same as the dues of an active member and he shall have the same rights and privileges, except the right to vote, to serve as a delegate in the Representative Assembly, and to hold office.

Corresponding Members SEC. 6. Eminent educators not residing in America may be elected by the Board of Directors as corresponding members. The number of corresponding members shall not at any time exceed fifty. They shall pay no dues and may receive free the publications of the Association.

Institutional Members SEC. 7. Institutional Membership in the Association may be held only by libraries in normal schools, teachers colleges, liberal arts colleges, and universities, and by public libraries. The annual dues for the regular Institutional Membership shall be \$5, which shall entitle the institution to receive the *Journal*, the *Research Bulletins*, and the volume of *Proceedings*. A special Institutional Membership shall be available to the above-named institutions for a fee of \$2. This shall entitle the institution to receive the *Journal* only. Institutional Membership shall have no rights other than to receive the publications named.

Right To Vote SEC. 8. The right to vote, to serve as a delegate in the Representative Assembly, and to hold office in the Association or in any department thereof, shall be limited to active members whose dues are paid. The right to vote and to hold office in the National Council of Education shall be limited to the membership of the said Council whose dues are paid in the National Education Association.

Representative Assembly SEC. 9. The Representative Assembly shall be composed of the president, twelve vicepresidents, the executive secretary, and treasurer of the National Education Association, the United States Commissioner of Education, and the delegates elected from the various affiliated state and local associations as provided in the bylaws.

ARTICLE II—OFFICERS, REPRESENTATIVE ASSEMBLY, AND AFFILIATED ASSOCIATIONS

SECTION 1. (a) The officers of said corporation shall be a president, a first vice-president, eleven other vicepresidents, an executive secretary, a treasurer, a Board of Directors, an Executive Committee, a Board of Trustees, and such boards, councils, committees, and other officers as shall be prescribed in the by-laws. (See Act of Incorporation, section 6, first paragraph.)

(b) The Board of Directors shall consist of the president; the first vice-president; the treasurer; the chairman of the Board of Trustees; the former presidents of the Association elected prior to July 1, 1937, and one additional member from each state, territory, or district to be elected by the Representative Assembly; and of all Life Directors of the National Educational Association, *provided, however*, That any state which has 20,000 or more paid members of the National Education Association as of May 31 preceding the annual meeting

shall be entitled to a second director for the term of three years or until their successors are chosen, except that the term of the second director of any state shall be contingent on the maintenance of 20,000 or more paid members in the National Education Association as of May 31 of each year. Whenever a state qualifies for a second director, the delegates from that state shall designate the directors specifically as first and second directors at the time of the election of such director or directors.

(c) The terms of the members of the Board of Directors elected from the states, the District of Columbia, and the territorial possessions shall be for three years, the terms of one-third of the members expiring each year. All members of the Board of Directors representing the states, the District of Columbia, and the territorial possessions shall be nominated by the said states, the District of Columbia, and the territorial possessions to the Representative Assembly for election by that body. All members so elected to take office at the close of the annual meeting in 1937 shall draw lots to determine who shall serve one, two, or three years. Thereafter all terms of office for such members shall be for a three-year period.

(d) The Executive Committee shall consist of nine members as follows: The president of the Association, the junior past president, the first vicepresident, the treasurer, the chairman of the Board of Trustees, two members elected by the Board of Directors for the term of one year, and two members elected by the Representative Assembly for the term of one year. A director elected to the Executive Committee shall continue as a member of the Board of Directors.

(e) The Board of Trustees shall consist of four members elected by the Board of Directors for a term of four years and the president of the Association who shall be a member *ex officio* during his term of office. (See Act of Incorporation, section 7, first paragraph, first sentence.)

(f) The election of officers and transaction of business at the annual business meeting shall be by a Representative Assembly composed of delegates apportioned, elected, and governed as hereinafter provided.

SEC. 2. The state teachers association or educational association of a state, territory, or district may become affiliated with the National Education Association and shall be designated an affiliated state association. Each affiliated state association shall be a state unit in the organization of the National Education Association and as such shall be entitled to representation in the Representative Assembly as hereinafter provided. The annual dues of an affiliated state association shall be \$10. Said association shall receive without application, or other condition, all regular publications of the National Education Association, including the volume of *Proceedings*, reports of committees, and all special bulletins and announcements when issued. **Affiliated State Associations**

SEC. 3. A local educational association or teachers organization within a state, territory, or district may make application to affiliate with the National Education Association. Each affiliated organization shall be designated an affiliated local association.

All applications for affiliation shall, after thoro investigation, be subject to the approval of the Executive Committee. **Affiliated Local Associations**

Each affiliated local association shall be a local unit in the organization of the National Education Association and as such shall be entitled to representation in the Representative Assembly as hereinafter provided. The annual dues of an affiliated local association shall be \$5 which shall entitle said association to receive without application, or other condition, all regular publications of the National Education Association, including the volume of *Proceedings*, reports of committees, and all bulletins and announcements when issued; *provided, however*, That any affiliated local association within a state, territory, or district in which the National Education Association membership comprises 100 percent of

all the possible members of such administrative unit shall be entitled to all privileges of any other affiliated local association without the payment of any fee.

SEC. 4. Each affiliated association, both state and local, shall be furnished a certificate of membership.

SEC. 5. Each affiliated state association shall be entitled to elect one delegate and one alternate to the Representative Assembly for each one hundred of its members, or major fraction thereof, who are active members of the National Education Association, up to five hundred such active members, and thereafter one delegate and one alternate for each five hundred of its members, or major fraction thereof, who are active members of the National Education Association. Such delegates shall be designated state delegates.

SEC. 6. Each affiliated local association shall be entitled to elect one delegate and one alternate to the Representative Assembly for each one hundred of its members, or major fraction thereof, who are active members of the National Education Association. Such delegates shall be designated local delegates.

Local
Delegates

SEC. 7. Only active members of the National Education Association shall be eligible to be delegates to the Representative Assembly, and to vote in the election of delegates in a state or local affiliated association.

Selection of
Delegates

SEC. 8. The president, the twelve vicepresidents, the executive secretary, and treasurer of the National Education Association, and the United States Commissioner of Education, shall be ex officio delegates to the Representative Assembly.

Ex-Officio
Delegates

SEC. 9. Delegates shall file their credentials with the executive secretary of the Association on blanks furnished by him for that purpose not later than ten days before the beginning of the annual meeting. The executive secretary shall turn over such credentials to the Credentials Committee, when appointed, with such information thereon as may be obtained from the records of the Association. The Representative Assembly shall be the final judge of the qualifications of delegates. The delegates shall have equal rights and each shall have one vote. Meetings of the Representative Assembly shall be open to the active members of the Association who shall be privileged to address the Assembly on subjects pertaining to the Association. The Representative Assembly shall adopt rules of procedure which shall not conflict with the charter and bylaws of the Association. It shall recommend an equitable plan for paying some part of the expenses of delegates to the annual business meeting of the Association.

Delegates;
Credentials;
Voting;
Freedom of
Floor

ARTICLE III—DUTIES OF OFFICERS

SECTION 1. The president shall preside at all meetings of the Association and shall perform the duties prescribed by the Act of Incorporation, these bylaws, and standing rules, and in addition such duties as usually devolve upon the chief executive of such an association. In the absence of the president, the first vicepresident shall preside. In the absence of the president and the first vicepresident, a chairman pro tempore shall be elected under the direction of the executive secretary of the Association. The president shall prepare the program for the general sessions of the annual meeting of the Association and shall have power to confer with the president of the Council and the heads of the several departments and to make such recommendations in regard to the program of the Council and the several departments as will, in his opinion, promote the interest of the annual meeting.

Duties of the
President

The president shall be a member ex officio of the Board of Trustees and chairman of the Board of Directors and of the Executive Committee. He shall sign all bills approved for payment by the Board of Directors and all bills approved or authorized by the Executive Committee acting for and under the instruction of the Board of Directors. On the expiration of his term of office as president, he shall be known as the junior past president and shall serve on the Executive Committee for the term of one year.

SEC. 2. (a) The first vicepresident shall serve as a member of the Executive Committee. In case the office of president becomes vacant, the first vicepresident shall become president and shall assume the duties and authority of the office. Duties of Vicepresidents

(b) The other vicepresidents shall serve as assistants to the president for such services as may be required of them.

SEC. 3. The executive secretary shall keep a full and accurate record of the proceedings of the general meetings of the Association and all meetings of the Board of Directors and of the Executive Committee, shall conduct the business of the Association as provided in the Act of Incorporation and these bylaws, and, in all matters not definitely prescribed therein, shall be under the direction of the Board of Directors or of the Executive Committee acting for the Board of Directors, and, in the absence of instructions from the Board of Directors or the Executive Committee, shall be under the direction of the president. Duties of the Executive Secretary

SEC. 4. The treasurer shall perform the duties prescribed by the Act of Incorporation and these bylaws. He shall receive from the executive secretary and, under the direction of the Board of Trustees, shall hold in safekeeping all moneys paid to the Association; and shall pay the same only upon the order of the Board of Trustees. Duties of the Treasurer

SEC. 5. (a) The Board of Directors when in session shall have power to fill all vacancies in their own body and shall have in charge the general interests of the corporation, excepting those entrusted to the Board of Trustees. (See paragraph (e) of this section.)

(b) At the first meeting of the Board of Directors, held during the annual meeting of the Association at which they were elected, they shall elect one trustee for the term of four years and two members of the Executive Committee for one year. All vacancies occurring in said Board of Trustees, whether by resignation or otherwise, shall be filled by the Board of Directors for the unexpired term; and the absence of a trustee from two successive annual meetings of the Board shall forfeit his membership. Only members who have the qualifications required of directors shall be elected trustees. (See Act of Incorporation, section 7, first paragraph, last two sentences.)

(c) The Board of Directors shall take such action with respect to the Permanent Fund of the Association, its accretions and income, as is authorized by the Act of Incorporation or these bylaws and standing rules. (See Act of Incorporation, section 7, second paragraph, part of second sentence.)

(d) The Board of Directors may determine what office or offices of the Association may be maintained in the United States other than its principal place of business in Washington, D. C., and where the meetings of the corporation, its officers, committees, and departments may be held, and what business other than provided by the Act of Incorporation, these bylaws, and standing rules may be transacted at such office or offices and meetings. (See Act of Incorporation, section 8.)

(e) The Board of Directors shall have such powers and perform such duties as are prescribed by the Act of Incorporation and by these bylaws; shall elect correspond-

ing members as prescribed in Section 6 of Article I of these bylaws. The Board of Directors shall approve all bills incurred by itself or by the Executive Committee, or the president or the executive secretary acting under the authority of the Board of Directors; shall appropriate from the current funds of the year the amounts of money ordered by the Representative Assembly at the annual business meeting of the same for the work of all special committees of research and investigation authorized and provided for at the annual business meeting, and for all other needs of the Association; shall make a full report of the financial condition of the Association including the reports of the executive secretary, the treasurer, and the Board of Trustees to the Representative Assembly at its annual business meeting, and shall do all in its power to make the Association a useful and honorable institution.

(f) The Board of Directors shall meet in connection with the annual meeting of the Representative Assembly, and may meet in connection with the annual meeting of the American Association of School Administrators and at such other times and places as may be determined by the president or requested in writing by a majority of the elective members of the Board of Directors.

SEC. 6. (a) The Executive Committee shall have authority to represent and to act for the Board of Directors in the intervals between the meetings of that body, to the extent of carrying out the legislation adopted by the Board of Directors under general directions as may be given by said Board.

(b) The Executive Committee may recommend to the Representative Assembly at the annual business meeting the appointment of special committees for investigation or research, the subjects for which may have been suggested by the National Council or by the active members of the National Education Association or by any of its departments; it shall recommend the amount of money to be appropriated for such investigations. When such special committees are provided for and duly authorized by the Representative Assembly and appropriations for them have been authorized by the Board of Directors, the Executive Committee shall, under the instructions of the Board of Directors, have general supervision of them. The Executive Committee shall receive and consider all reports made by the special committees and shall print these reports and present them, together with the reports of the executive secretary, the treasurer, and the Board of Trustees, and the recommendations of the Executive Committee thereon, to the Board of Directors, which shall transmit the same with recommendations to the Representative Assembly at its annual business meeting. All such special committees shall be appointed by the president of the Association.

(c) The Executive Committee shall fill all vacancies occurring in the body of officers of the Association, except as otherwise provided for in the Act of Incorporation or in these bylaws. Except as otherwise provided, the Executive Committee shall determine the rank of the vicepresidents for the purpose of determining the order of succession to the presidency should a vacancy occur.

SEC. 7. (a) The Board of Trustees shall have such powers and perform such duties as are prescribed by the Act of Incorporation; shall require of the executive secretary and treasurer bonds in such amounts as may be determined by said Board for the faithful performance of their duties; shall make a full report of the finances of the Association to the Executive Committee not later than ten days prior to the annual meeting of the Association, which report shall be transmitted by the Executive Committee to the Board of Directors at the first regular meeting of the Board held in connection with the annual meeting of the Association. It shall annually choose its own chairman and secretary.

- (b) The Board of Trustees shall have charge of the Permanent Fund and shall provide for the safekeeping and investing of such Fund and of all other funds which the corporation may receive by donation, bequest, or devise. It shall also be the duty of the Board of Trustees to issue orders on the treasurer for the payment of all bills approved by the Board of Directors, or by the president and executive secretary of the Association acting under the authority of the Board of Directors. When practicable, the Board of Trustees shall invest, as part of the Permanent Fund, all surplus funds exceeding \$500 that shall remain in the hands of the treasurer after paying the expenses of the Association for the previous year, and providing for the fixed expenses and for all appropriations made by the Board of Directors for the ensuing year. (See Act of Incorporation, section 7.)
- (c) The Board of Trustees shall elect the executive secretary of the Association, who shall be secretary of the Executive Committee, and shall fix the compensation and the term of his office for a period not to exceed four years. (See Act of Incorporation, section 7.)

ARTICLE IV—THE NATIONAL COUNCIL OF EDUCATION

- SECTION 1. The National Council of Education shall discuss educational questions of public and professional interest; propose to the Executive Committee, from time to time, suitable subjects for investigation and research; have a report made at its annual meeting on "Educational Progress during the Past Year"; and in other ways use its best efforts to further the objects of the Association and to promote the cause of education in general.
- Function of National Council
- SEC. 2. The National Council of Education shall consist of not less than 120, nor more than 200, members to be selected as provided by its bylaws.
- Membership
- SEC. 3. The annual meeting of the Council shall be held during the week of the annual meeting of the Association.
- Time of Meeting
- SEC. 4. The absence of a regular member from two successive annual meetings of the Council shall be considered equivalent to his resignation of membership. Persons whose regular membership in the Council has expired shall be denominated honorary members of the Council during the time of their active membership in the Association with the privilege of attending the regular sessions of the Council and participating in its discussions. A member who discontinues or forfeits his active membership in the Association forfeits his membership in the Council.
- Loss of Membership
- SEC. 5. The officers of the Council shall consist of a president, a vicepresident, a secretary, and such standing committees as may be prescribed by its bylaws, all of whom shall be regular members of the Council. The secretary of the Council shall, in addition to performing the duties pertaining to his office, furnish the executive secretary of the Association a copy of the proceedings of the Council for publication.
- Council Officers
- SEC. 6. The National Council of Education is hereby authorized to adopt bylaws for its government not inconsistent with the Act of Incorporation or the bylaws of the Association; *provided*, That such bylaws be submitted to, and approved by, the Board of Directors of the Association before they shall become operative.
- Bylaws and Powers of Council
- SEC. 7. The powers and duties of the Council may be changed or the Council abolished upon a two-thirds vote of the Representative Assembly taken at the annual meeting of the Association; *provided*, That notice of the proposed action has been given at the preceding annual business meeting of the Association.

ARTICLE V—DEPARTMENTS

SECTION 1. The following departments are now (1946) in existence, to wit: The Departments, first, of American Association of School Administrators; second, of Vocational Education; third, of Kindergarten-Primary Education; fourth, of Music Educators National Conference; fifth, of Secondary Teachers; sixth, of Business Education; seventh, of American Association for Health, Physical Education, and Recreation; eighth, of National Science Teachers Association; ninth, of Rural Education; tenth, of Classroom Teachers; eleventh, of Deans of Women; twelfth, of Adult Education; thirteenth, of Elementary School Principals; fourteenth, of Visual Instruction; fifteenth, of Social Studies; sixteenth, of Teachers Colleges; seventeenth, of Lip Reading; eighteenth, of Secondary-School Principals; nineteenth, of Supervision and Curriculum Development; twentieth, of Educational Research; twenty-first, of International Council for Exceptional Children; twenty-second, of Home Economics; twenty-third, of Administrative Women in Education; twenty-fourth, of Art Education; twenty-fifth, of Speech Association of America; twenty-sixth, of Journalism Directors; twenty-seventh, of American Industrial Arts Association; twenty-eighth, of Higher Education; twenty-ninth, of National Association of School Secretaries. There is also the National Council of Education.

SEC. 2. Each department shall have the right to fix the qualifications of its members for the purpose of electing officers and transacting the other business of the department; *provided*, Active members of the Association, and no others, shall be eligible to such department membership; and *provided also*, That all active members of the Association shall be permitted to attend the professional programs and discussions of any department.

Members of
Departments

SEC. 3. Each department shall hold an annual meeting at the time and place of the meeting of the Association except as otherwise provided in these bylaws and standing rules or as directed by the Board of Directors, or by the Executive Committee acting under the general instructions of the Board of Directors.

Department
Meetings

SEC. 4. The object of the meetings of the departments shall be the discussion of questions pertaining to their respective fields of educational work. The programs of these meetings shall be prepared by the respective presidents under the general direction of the president of the Association. Each department shall be limited to two sessions, with formal programs, unless otherwise ordered by the president of the Association, except that a third session of business or informal round table conference may be held at the discretion of the department officers.

Object of
Department
Meetings

SEC. 5. The officers of each department shall consist of a president, a vice-president, a secretary, and such other officers as may be deemed necessary by the department, who shall be elected at the last formal session of the department to serve for the term of office specified in the regulations of the department and until their successors are duly elected; and who shall at the time of their election, be active members of the Association. Each department shall provide for the creation of an Executive Committee, and assign to it any duties consistent with the purposes of the department and the Act of Incorporation and bylaws of the Association. In case there is a vacancy in the office of president of any department, it shall be filled by appointment made by the Executive Committee of the department. Any other departmental vacancy shall be filled by appointment made by the president of the department.

Officers of
Departments

SEC. 6. The secretary of each department shall, in addition to performing the duties usually pertaining to his office, furnish to the executive secretary of the

Association a copy of the proceedings of the meetings of the department for publication. No department shall establish an office outside of the general headquarters of the Association without the consent of the Board of Directors.

Department
Headquarters

SEC. 7. All departments shall have equal rights and privileges, with the exception stated in section 3 of this Article. They shall be named in section 1 of this Article in the order of their establishment and shall be dropped from the list when discontinued.

Rights of
Departments

SEC. 8. Upon the recommendation of the Board of Directors a new department may be established by vote of two-thirds of the delegates to the Representative Assembly present at any annual meeting; *provided*, That a written application for said department with title and purpose of the same shall have been made at the regular meeting of the Assembly next preceding the one at which action is taken by at least 250 members engaged or interested in the field in the interest of which the department is proposed to be established; *provided*, That no group shall be admitted to departmental status until it shall have held constructive meetings for at least three successive years.

How
Established

A department already established may be discontinued upon a two-thirds vote of the Representative Assembly, at any business meeting; *provided*, That announcement of the purpose to discontinue has been made at the preceding annual business meeting. The Board of Directors may recommend to the Representative Assembly the discontinuance of any department. Upon the recommendation of the Board of Directors a department which has failed to hold a regular meeting for two successive years may be discontinued by a vote of two-thirds of the delegates to the Representative Assembly present at any annual meeting.

SEC. 9. Any department, by a two-thirds vote of those voting at any regular business meeting, may levy a membership fee to supplement its allowance from the Association. Such membership fees shall be paid to the secretary of the department who shall transmit them monthly to the executive secretary of the Association. Such funds shall be added to the department's allowance from the Association and shall be used for the work of said department only, and shall be disbursed upon the recommendation of the executive officers of the department in the same manner as other funds of the Association are disbursed.

Fees for
Department
Members

SEC. 10. Each department is hereby authorized to adopt bylaws for its government not inconsistent with the Act of Incorporation or the bylaws of the Association; *provided*, That such bylaws be submitted to, and approved by, the Board of Directors of the Association before they shall become operative.

ARTICLE VI—COMMITTEES

SECTION 1. There shall be a Committee on Bylaws and Rules which shall serve as an advisory and interpreting committee. The Committee shall consist of five members appointed by the president as follows: In July 1935, the retiring president shall appoint two members, one to serve for three years and one to serve for four years. The incoming president shall appoint three members of this Committee; one to serve for one year; one to serve for two years; and one to serve for five years. In July 1936, and in each July thereafter, the president shall appoint one member to serve for five years. All proposed amendments to the charter and to the bylaws shall be referred to this Committee for comment. This Committee shall be responsible for recommending and presenting rules of procedure to the Representative Assembly

Bylaws and
Rules

from year to year. This Committee may render decisions on any points referred to it by the Executive Committee, the executive secretary, or the president of the Association.

SEC. 2. In all standing committees, the president shall appoint the chairmen. In all other cases, the committee, board, or council shall elect its own chairman.

ARTICLE VII—MEETINGS

SECTION 1. Stated meeting of the Association, of the National Council of Education, and of all departments, except as otherwise provided, shall be held at such time and place as shall be determined by the Board of Directors or by the Executive Committee acting under the instructions of the Board of Directors.

Meetings To
Be Held
Annually

SEC. 2. The corporation shall hold an annual meeting at such time and place as the Board of Directors may designate; *provided, however,* That during a war emergency disrupting the usual means of transportation, the Board of Directors may postpone the annual meeting until such time as transportation is available. In the event of such postponement of the annual meeting of the corporation, all officers, boards, councils, commissions, and committees authorized by the bylaws shall remain in office until the close of the next annual meeting of the corporation.

ARTICLE VIII—PROCEEDINGS

SECTION 1. The *Proceedings* of the Association, of the Council, of the departments, and of all commissions and committees, shall be published at the discretion of and under the direction of the Executive Committee; *provided,* That such publication has been approved and the money therefore appropriated by the Board of Directors.

Publication of
Proceedings

SEC. 2. No paper, lecture, or address shall be read before the Association or any of the departments in the absence of the author, without the approval of the president of the Association, or of the president of the department interested; nor shall any such paper, lecture, or address be published in the *Proceedings* without the approval of the Executive Committee.

Absence of
Author

ARTICLE IX—QUORUM AND RULES OF ORDER

SECTION 1. Elected directors from twenty-five states shall constitute a quorum of the Board of Directors. A majority of all the accredited delegates, representatives of not less than twenty-five states, shall constitute a quorum of the Representative Assembly.

Quorum

SEC. 2. *Robert's Rules of Order Revised* shall be the authority governing all matters of procedure not otherwise covered in the Act of Incorporation and in these bylaws, standing rules, and in the rules of procedure adopted by the Representative Assembly.

ARTICLE X—PERMANENT FUND

SECTION 1. The invested fund now known as the "Permanent Fund of the National Educational Association," when transferred to the corporation hereby created, shall be held by such corporation as a Permanent Fund.

SEC. 2. The Permanent Fund shall be in charge of the Board of Trustees, which shall provide for the safekeeping and investment of such fund, and of all other funds which the corporation may receive by donation, bequest, or devise. (Article III, section 6, second paragraph, first sentence.)

SEC. 3. No part of the principal of such Permanent Fund or its accretions shall be expended, except by a two-thirds vote of the Representative Assembly upon the recommendation of the Board of Trustees, after such recommendation has been approved by vote of the Board of Directors and after printed notice of the proposed expenditure has been mailed to all active members of the Association, and after all other requirements of the bylaws and the Act of Incorporation have been fulfilled.

SEC. 4. The income of the Permanent Fund shall be used only to meet the cost of maintaining the organization of the Association and of publishing its annual volume of *Proceedings*, unless the terms of the donation, bequest, or devise shall otherwise specify, or the Board of Directors shall otherwise order.

ARTICLE XI—AMENDMENTS

SECTION 1. These bylaws may be altered or amended at the annual meeting of the Representative Assembly by unanimous vote, or by a two-thirds vote of the Representative Assembly if the alteration or amendment shall have been proposed in writing at the annual business meeting next preceding the one at which action is taken, and due announcement of the proposed action shall have been made in the official publication of the Association.

SEC. 2. In all voting on proposed amendments to the charter, bylaws, and standing rules, written ballots shall be used whenever 200 members of the Representative Assembly by petition or by standing vote shall indicate that ballot voting is desired. In case a petition for secret ballot is signed by at least 200 members of the Representative Assembly and filed with the executive secretary he shall arrange for written ballots in accordance with the petition. State delegations may vote by ballot. The results shall be announced by the chairman of each delegation as the roll of states is called; such vote to be determined by the actual number of delegates present at such meeting and voting. Upon the request of three delegates any state delegation must vote by ballot.

SEC. 3. The standing rules may be amended at the annual meeting of the Representative Assembly without notice by two-thirds vote of the Representative Assembly and by a majority vote of the Representative Assembly if the amendment shall have been proposed in writing at the annual business meeting next preceding the one at which action is taken.

Standing Rules

MEMBERSHIP

Rule 1. The membership year shall be from September 1 to August 31. All membership dues shall be credited to the current membership year unless otherwise requested.

Membership
Year

Rule 2. The annual dues of members shall be sent to the executive secretary on or before December 31. An active member failing to pay dues as herein provided shall forfeit the privileges of membership and be dropped from the list of members.

Time and
Place of
Payment of
Dues

Rule 3. The executive secretary of the Association shall furnish each member of the Association a membership card, declaring him to be a member of the National Education Association for the year for which his dues are paid, and as such entitled to all the rights and privileges granted by the charter and bylaws of the Association. Arrangements may be made with local and state affiliated associations for the issuance of a conclusive membership card, or insignia, or both, on a voluntary basis.

Membership
Card

OFFICERS, REPRESENTATIVE ASSEMBLY, AND AFFILIATED ASSOCIATIONS

Rule 4. (a) At the first business meeting of the Representative Assembly on the second day of the annual meeting of the Association, nominations for the following offices shall be made: president, vicepresidents, treasurer, and the two members of the Executive Committee to be elected by the delegates. Candidates for said offices shall be nominated from the floor upon roll call of the states.

(b) On the first day of the annual meeting of the Association the delegates of each state, territory, and district of the United States in which the term of office expires shall nominate one person for member of the Board of Directors, except any state which has 20,000 or more paid members of the National Education Association as of May 31 preceding the annual meeting shall be entitled to a second director, and the name of such person or persons shall be reported to the Representative Assembly at the first business meeting upon roll call of the states. The term of the second director of any state shall be contingent on the maintenance of 20,000 or more paid members in the NEA as of May 31 of each year. Whenever a state qualifies for a second director, the delegates from that state shall designate the directors specifically as first and second directors at the time of the election of such director or directors. Any person to qualify to serve as director shall have been an active member with dues paid in the National Education Association and in a state, or district, or territory, and a local association, if organized, for a three-year period immediately preceding the election; *provided, however*, That the requirement of membership in a state association for a candidate for director from a city having 10,000 or more National Education Association members as of May 31 may be waived by a majority vote of the delegates present from that state. Only delegates who are active members of the National Education Association and whose dues have been paid in a state, or district, or territory, or a local association, if organized, respectively, shall have the right to vote for such directors.

(c) On the fourth day of the annual meeting, officers shall be elected from the candidates by the delegates to the Representative Assembly by ballot. Said ballots shall be printed and shall contain the names of all nominees as provided above. Polls for voting shall be open from 8 A. M. to 3 P. M., at such place or places as the president of the Association shall designate. The candidates for president, first vicepresident, treasurer, member of Board of Directors from each state, territory, or district, respectively, in which the term of office expires and the eleven other candidates for the office of vicepresident receiving the highest number of votes shall be declared elected. The president of the Association shall appoint tellers and complete all arrangements for carrying out the election. The results of the election herein provided shall be announced at the final business session of the Representative Assembly. The officers thus chosen shall continue in office until the close of the annual meeting subsequent to their election, and until their successors are chosen, except as herein provided.

Rule 5. Each affiliated association shall be entitled to the active assistance and support of the National Education Association in promoting the interest of such affiliated association and its members insofar as such interest comes within the purpose and object of the National Education Association as set forth in its charter. The executive secretary of the National Education Association shall, with the advice and approval of the Executive Committee, make such arrangements for mutual cooperation between the National Education Association and the state and local affiliated associations as will promote the welfare of all and advance the interests of the teaching profession.

OTHER DUTIES OF EXECUTIVE SECRETARY

Rule 6. The executive secretary shall receive or collect all moneys due the Association and pay the same each month to the treasurer. He shall countersign all bills approved for payment by the Board of Directors or by the Executive Committee acting under the authority of the Board of Directors or by the president acting under authority of the Board of Directors or of the Executive Committee. He shall countersign checks drawn by the treasurer in payment of bills and shall deposit in an authorized depository in the name of the Association and disburse therefrom any funds authorized by the Board of Trustees advanced to him by the treasurer for the payment of expenses set forth in the budget adopted by the Representative Assembly. The executive secretary shall have his records present at all meetings of the Association, of the Board of Directors, and of the Executive Committee. He shall keep a list of members and shall revise said list annually. He shall be secretary of the Board of Directors. He shall be the custodian of all the property of the Association not in charge of the treasurer and the Board of Trustees. He shall give such bond for the faithful performance of his duties as may be required by the Board of Trustees. He shall submit his annual report to the Executive Committee not later than fifteen days before the annual meeting of the Association, which report shall be transmitted to the Board of Directors at its annual meeting. At the expiration of his term of office, he shall transfer to his successor all moneys, books, and other property in his possession belonging to the Association. The executive secretary shall not print, publish, or distribute any official report or other document without the approval of the Board of Directors or of the Executive Committee acting under the general instruction of the Board of Directors, *provided, however,* That in the event of extended absence from the United States, prolonged illness, or death, the Board of Trustees may empower an associate and/or an assistant secretary to perform any or all duties of the executive secretary. Such associate secretary and/or assistant secretary shall give bond for the faithful performance of his duties for the same amount as required by the Board of Trustees.

Duties of
the Executive
Secretary

OTHER DUTIES OF TREASURER

Rule 7. The treasurer shall notify the president of the Association and the chairman of the Board of Trustees whenever the surplus funds in his possession exceed \$500; shall keep an exact account of his receipts and expenditures with vouchers for the latter, and said accounts, ending on the thirty-first day of May each year, he shall render to the Executive Committee not later than ten days before the annual meeting of the Association, and when approved by said Committee, these accounts shall be transmitted by this Committee to the Board of Directors at its meeting held in connection with the annual meeting of the Association and a copy of the report shall be transmitted to the Representative Assembly for its information. The treasurer shall give such bond for the faithful performance of his duties as may be required by the Board of Trustees. At the expiration of his term of office, he shall transfer to his successor all moneys, books, and other property in his possession belonging to the Association.

Duties
of the
Treasurer

COMMITTEES

Rule 8. The Board of Directors shall appoint at its annual meeting a Budget Committee for the ensuing year, whose duty it shall be to prepare and present a budget to the Board of Directors at its next meeting. The Budget Committee shall have authority to secure the support of the Auditing Committee in preparing this budget.

Budget
Committee

Rule 9. Not later than five months before the end of the fiscal year, the president shall appoint an Auditing Committee, consisting of three active members of the

**Auditing
Committee**

Association, no one of whom shall be either a trustee or a director; to this Committee shall be referred the report and audit of the expert accountant or accountants, together with the communication of the president transmitting the same as provided in Rule 14; and the Committee shall report its findings to the Board of Directors.

**Delegates Meet
by States**

Rule 10. On the first day of the annual meeting of the Association, at such time and place as shall be designated on the annual program by the president of the Association, the accredited delegates to the Representative Assembly from each state shall elect one member and one alternate who are active members of the Association for each of the following committees, to serve for the ensuing year: Credentials, Resolutions, and Necrology.

Credentials

Rule 11. The Committee on Credentials shall receive the official list of delegates from the executive secretary and report thereon to the Representative Assembly.

Resolutions

Rule 12. The Committee on Resolutions shall report at the annual business meeting of the Representative Assembly, and except by unanimous consent or by a two-thirds vote, all resolutions shall be referred to said Committee without discussion. This Committee shall receive and consider all resolutions proposed by active members, or referred to it by the president. Some time during the second day of the annual meeting of the Association the Committee shall hold a meeting, at a place and time to be announced in the printed program, for the purpose of receiving proposed resolutions and hearing those who may wish to advocate them.

Necrology

Rule 13. The Committee on Necrology may prepare for the published *Proceedings* brief memorial tributes to members who have died during the year.

**Examination
of Accounts**

Rule 14. Within thirty (30) days prior to the time of the annual meeting of the Association, the president shall appoint a competent person, firm, or corporation, licensed to do business as expert accountants; the accountant or accountants so appointed shall examine the accounts, papers, and vouchers of the executive secretary, the treasurer, and the Board of Trustees, and compare the same; shall also examine the securities of the Permanent Fund held by the Board of Trustees. The report of said accountant or accountants shall be filed with the president not less than ten days before the opening day of the annual meeting of the Association, and shall be by him submitted to the Auditing Committee with such comments as he may think proper.

Rule 15. The Representative Assembly may provide such additional committees as it may deem wise.

ANNUAL AND BUSINESS MEETINGS

Rule 16. The first day of the annual meeting shall be Monday; the first day of the business meeting shall be Tuesday.

Rule 17. (a) The annual business meeting of the Representative Assembly shall begin at 9 A. M., on the second day of the annual meeting of the Association. A regular meeting of the Board of Directors shall be held in connection with the annual meeting of the Association. The time and place of such meeting shall be designated in the program. The executive secretary shall notify the members of the Board of Directors of the time and place of meeting, not less than thirty (30) days before the meeting.

**Meetings of
Assembly,
Directors, and
Trustees**

MEETING OF NEW BOARD OF DIRECTORS

(b) The first regular meeting of the new Board of Directors shall be held as soon as practicable and within twenty-four hours after the close of the last session of the annual meeting. The place and time of this meeting shall be announced in the printed program.

MEETING OF BOARD OF TRUSTEES

(c) The Board of Trustees shall hold its annual meeting at some convenient time and immediately following the meeting of the new Board of Directors. Special meetings of the trustees may be called by the chairman and shall be called on request of a majority of the Board of Trustees. Due notice of all meetings of the Board of Trustees shall be given to every member of the Board by the secretary thereof.

NATIONAL EDUCATIONAL ASSOCIATION

NOW KNOWN AS THE

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

CERTIFICATE

of Acceptance of Charter and Adoption of Bylaws under the Act of Congress approved June 30, 1906.

We, the undersigned, Nathan C. Schaeffer, the presiding officer, and Irwin Shepard, the Secretary of the meeting of the National Educational Association held at Los Angeles, California, on the 10th day of July, 1907, said meeting being the annual meeting of the Association held next after the passage of an act of Congress entitled "An Act To Incorporate the National Education Association of the United States,"

Do hereby certify, that at said meeting held pursuant to due notice, a quorum being present, the said Association adopted resolutions of which true copies are hereto attached, and accepted the charter of the National Education Association of the United States, granted by said act of Congress, and adopted bylaws as provided in said act and selected officers; and the undersigned pursuant to said resolutions,

Do hereby certify that the National Education Association of the United States has duly accepted said charter granted by said act of Congress, and adopted bylaws, and is the lawful successor to the National Educational Association.

In witness whereof, we have hereunto signed our names this 20th day of August, 1907.

NATHAN C. SCHAEFFER, *Presiding Officer*
IRWIN SHEPARD, *Secretary*

VERIFICATION

RESOLUTIONS ADOPTED BY THE ACTIVE MEMBERS, JULY 10, 1907

1. *Resolved*, That the National Educational Association hereby accepts the charter granted by an act of Congress entitled "An Act To Incorporate the National Education Association of the United States," passed June 30, 1906, and that the President and Secretary of this meeting be authorized and directed to execute and file with the Recorder of Deeds of the District of Columbia a verified certificate, showing the acceptance by the Association of the charter granted by said act.

2. *Resolved*, That the proposed bylaws of which notice was given at the annual meeting of the Association held on July 6, 1905, which are printed in full in the Journal of said meeting, be and the same are hereby adopted to take effect immediately.

3. *Resolved*, That the Association adopt as its corporate seal a circle containing the title "National Education Association of the United States," and the dates "1857-1907."

4. *Resolved*, That the Association do now proceed to elect officers, and to organize under the charter granted by the act of Congress.

Filed in the office of the Recorder of Deeds of the District of Columbia, September 4, 1907.

CALENDAR OF MEETINGS

NATIONAL TEACHERS ASSOCIATION, 1857-1870

- | | |
|--|---|
| 1857—PHILADELPHIA, PA. (Organized)
JAMES L. ENOS, Chairman
W. E. SHELDON, Secretary | 1865—HARRISBURG, PA.
S. S. GREENE, President
W. E. SHELDON, Secretary
Z. RICHARDS, Treasurer |
| 1858—CINCINNATI, OHIO
Z. RICHARDS, President
J. W. BUCKLEY, Secretary
A. J. RICKOFF, Treasurer | 1866—INDIANAPOLIS, IND.
J. P. WICKERSHAM, President
S. H. WHITE, Secretary
S. P. BATES, Treasurer |
| 1859—WASHINGTON, D. C.
A. J. RICKOFF, President
J. W. BUCKLEY, Secretary
C. S. PENNELL, Treasurer | 1867—No session |
| 1860—BUFFALO, N. Y.
J. W. BUCKLEY, President
Z. RICHARDS, Secretary
O. C. WIGHT, Treasurer | 1868—NASHVILLE, TENN.
J. M. GREGORY, President
L. VAN BOKKELEN, Secretary
JAMES CRUICKSHANK, Treasurer |
| 1861, 1862—No session | 1869—TRENTON, N. J.
L. VAN BOKKELEN, President
W. E. CROSBY, Secretary
A. L. BARBER, Treasurer |
| 1863—CHICAGO, ILL.
JOHN D. PHILBRICK, President
JAMES CRUICKSHANK, Secretary
O. C. WIGHT, Treasurer | 1870—CLEVELAND, OHIO
DANIEL B. HAGAR, President
A. P. MARBLE, Secretary
W. E. CROSBY, Treasurer |
| 1864—OGDENSBURG, N. Y.
W. H. WELLS, President
DAVID N. CAMP, Secretary
Z. RICHARDS, Treasurer | |

NATIONAL EDUCATIONAL ASSOCIATION, 1871-1907

- | | |
|---|--|
| 1871—ST. LOUIS, MO.
J. L. PICKARD, President
W. E. CROSBY, Secretary
JOHN HANCOCK, Treasurer | 1881—ATLANTA, GA.
JAMES H. SMART, President
W. D. HENKLE, Secretary
E. T. TAPPAN, Treasurer |
| 1872—BOSTON, MASS.
E. E. WHITE, President
S. H. WHITE, Secretary
JOHN HANCOCK, Treasurer | 1882—SARATOGA SPRINGS, N. Y.
G. J. ORR, President
W. E. SHELDON, Secretary
H. S. TARBELL, Treasurer |
| 1873—ELMIRA, N. Y.
B. G. NORTHRUP, President
S. H. WHITE, Secretary
JOHN HANCOCK, Treasurer | 1883—SARATOGA SPRINGS, N. Y.
E. T. TAPPAN, President
W. E. SHELDON, Secretary
N. A. CALKINS, Treasurer |
| 1874—DETROIT, MICH.
S. H. WHITE, President
A. P. MARBLE, Secretary
JOHN HANCOCK, Treasurer | 1884—MADISON, WIS.
THOMAS W. BICKNELL, President
H. S. TARBELL, Secretary
N. A. CALKINS, Treasurer |
| 1875—MINNEAPOLIS, MINN.
W. T. HARRIS, President
M. R. ABBOTT, Secretary
A. P. MARBLE, Treasurer | 1885—SARATOGA SPRINGS, N. Y.
F. LOUIS SOLDAN, President
W. E. SHELDON, Secretary
N. A. CALKINS, Treasurer |
| 1876—BALTIMORE, MD.
W. F. PHELPS, President
W. D. HENKLE, Secretary
A. P. MARBLE, Treasurer | 1886—TOPEKA, KANS.
N. A. CALKINS, President
W. E. SHELDON, Secretary
E. C. HEWETT, Treasurer |
| 1877—LOUISVILLE, KY.
M. A. NEWALL, President
W. D. HENKLE, Secretary
J. ORMOND WILSON, Treasurer | 1887—CHICAGO, ILL.
W. E. SHELDON, President
J. H. CANFIELD, Secretary
E. C. HEWETT, Treasurer |
| 1878—No session | 1888—SAN FRANCISCO, CALIF.
AARON GOVE, President
J. H. CANFIELD, Secretary
E. C. HEWETT, Treasurer |
| 1879—PHILADELPHIA, PA.
JOHN HANCOCK, President
W. D. HENKLE, Secretary
J. ORMOND WILSON, Treasurer | 1889—NASHVILLE, TENN.
ALBERT P. MARBLE, President
J. H. CANFIELD, Secretary
E. C. HEWETT, Treasurer |
| 1880—CHAUTAUQUA, N. Y.
J. ORMOND WILSON, President
W. D. HENKLE, Secretary
E. T. TAPPAN, Treasurer | |

- 1890—ST. PAUL, MINN.
J. H. CANFIELD, President
W. R. GARRETT, Secretary
E. C. HEWETT, Treasurer
- 1891—TORONTO, ONT.
W. R. GARRETT, President
E. H. COOK, Secretary
J. M. GREENWOOD, Treasurer
- 1892—SARATOGA SPRINGS, N. Y.
E. H. COOK, President
R. W. STEVENSON, Secretary
J. M. GREENWOOD, Treasurer
- 1893—CHICAGO, ILL.
(International Congress of Education)
ALBERT G. LANE, President
IRWIN SHEPARD, Secretary
J. M. GREENWOOD, Treasurer
- 1894—ASBURY PARK, N. J.
ALBERT G. LANE, President
IRWIN SHEPARD, Secretary
J. M. GREENWOOD, Treasurer
- 1895—DENVER, COLO.
NICHOLAS MURRAY BUTLER, President
IRWIN SHEPARD, Secretary
I. C. McNEILL, Treasurer
- 1896—BUFFALO, N. Y.
NEWTON C. DOUGHERTY, President
IRWIN SHEPARD, Secretary
I. C. McNEILL, Treasurer
- 1897—MILWAUKEE, WIS.
CHARLES R. SKINNER, President
IRWIN SHEPARD, Secretary
I. C. McNEILL, Treasurer
- 1898—WASHINGTON, D. C.
J. M. GREENWOOD, President
IRWIN SHEPARD, Secretary
I. C. McNEILL, Treasurer
- 1899—LOS ANGELES, CALIF.
E. ORAM LYTE, President
IRWIN SHEPARD, Secretary
I. C. McNEILL, Treasurer
- 1900—CHARLESTON, S. C.
OSCAR T. CORSON, President
IRWIN SHEPARD, Secretary
CARROLL G. PEARSE, Treasurer
- 1901—DETROIT, MICH.
JAMES M. GREEN, President
IRWIN SHEPARD, Secretary
L. C. GREENLEE, Treasurer
- 1902—MINNEAPOLIS, MINN.
WILLIAM M. BEARDSHEAR, President
IRWIN SHEPARD, Secretary
CHARLES H. KEYES, Treasurer
- 1903—BOSTON, MASS.
CHARLES W. ELIOT, President
IRWIN SHEPARD, Secretary
W. M. DAVIDSON, Treasurer
- 1904—ST. LOUIS, MO.
JOHN W. COOK, President
IRWIN SHEPARD, Secretary
McHENRY RHODES, Treasurer
- 1905—ASBURY PARK AND OCEAN GROVE, N. J.
WILLIAM H. MAXWELL, President
IRWIN SHEPARD, Secretary
JAMES W. CRABTREE, Treasurer
- 1906—No session
- 1907—LOS ANGELES, CALIF.
NATHAN C. SCHAEFFER, President
IRWIN SHEPARD, Secretary
J. N. WILKINSON, Treasurer

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES, 1908—

- 1908—CLEVELAND, OHIO
EDWIN G. COOLEY, President
IRWIN SHEPARD, Secretary
ARTHUR H. CHAMBERLAIN, Treas.
- 1909—DENVER, COLO.
LORENZO D. HARVEY, President
IRWIN SHEPARD, Secretary
ARTHUR H. CHAMBERLAIN, Treas.
- 1910—BOSTON, MASS.
JAMES Y. JOYNER, President
IRWIN SHEPARD, Secretary
ARTHUR H. CHAMBERLAIN, Treas.
- 1911—SAN FRANCISCO, CALIF.
ELLA FLAGG YOUNG, President
IRWIN SHEPARD, Secretary
DURAND W. SPRINGER, Treasurer
- 1912—CHICAGO, ILL.
CARROLL G. PEARSE, President
IRWIN SHEPARD, Secretary
KATHERINE D. BLAKE, Treasurer
- 1913—SALT LAKE CITY, UTAH
EDWARD T. FAIRCHILD, President
DURAND W. SPRINGER, Secretary
GRACE M. SHEPHERD, Treasurer
- 1914—ST. PAUL, MINN.
JOSEPH SWAIN, President
DURAND W. SPRINGER, Secretary
GRACE M. SHEPHERD, Treasurer
- 1915—OAKLAND, CALIF.
DAVID STARR JORDAN, President
DURAND W. SPRINGER, Secretary
GRACE M. SHEPHERD, Treasurer
- 1916—NEW YORK, N. Y.
DAVID B. JOHNSON, President
DURAND W. SPRINGER, Secretary
GRACE M. SHEPHERD, Treasurer
- 1917—PORTLAND, OREG.
ROBERT J. ALEY, President
DURAND W. SPRINGER, Secretary
THOMAS E. FINEGAN, Treasurer
- 1918—PITTSBURGH, PA.
MARY C. C. BRADFORD, President
J. W. CRABTREE, Secretary
A. J. MATTHEWS, Treasurer
- 1919—MILWAUKEE, WIS.
GEORGE D. STRAYER, President
J. W. CRABTREE, Secretary
A. J. MATTHEWS, Treasurer
- 1920—SALT LAKE CITY, UTAH
JOSEPHINE CORLISS PRESTON, Pres.
J. W. CRABTREE, Secretary
A. J. MATTHEWS, Treasurer
- 1921—DES MOINES, IOWA
FRED M. HUNTER, President
J. W. CRABTREE, Secretary
CORNELIA S. ADAIR, Treasurer
- 1922—BOSTON, MASS.
CHARL ORMOND WILLIAMS, Pres.
J. W. CRABTREE, Secretary
CORNELIA S. ADAIR, Treasurer
- 1923—OAKLAND-SAN FRANCISCO
WILLIAM B. OWEN, President
J. W. CRABTREE, Secretary
CORNELIA S. ADAIR, Treasurer
- 1924—WASHINGTON, D. C.
OLIVE M. JONES, President
J. W. CRABTREE, Secretary
CORNELIA S. ADAIR, Treasurer
- 1925—INDIANAPOLIS, IND.
JESSE H. NEWLON, President
J. W. CRABTREE, Secretary
CORNELIA S. ADAIR, Treasurer
- 1926—PHILADELPHIA, PA.
MARY McSKIMMON, President
J. W. CRABTREE, Secretary
HENRY LESTER SMITH, Treasurer
- 1927—SEATTLE, WASH.
FRANCIS G. BLAIR, President
J. W. CRABTREE, Secretary
HENRY LESTER SMITH, Treasurer

- 1928—MINNEAPOLIS, MINN.
CORNELIA S. ADAIR, President
J. W. CRABTREE, Secretary
HENRY LESTER SMITH, Treasurer

1929--ATLANTA, GA.
UEL W. LAMKIN, President
J. W. CRABTREE, Secretary
HENRY LESTER SMITH, Treasurer

1930—COLUMBUS, OHIO
E. RUTH PYRTLE, President
J. W. CRABTREE, Secretary
HENRY LESTER SMITH, Treasurer

1931—LOS ANGELES, CALIF.
WILLIS A. SUTTON, President
J. W. CRABTREE, Secretary
HENRY LESTER SMITH, Treasurer

1932—ATLANTIC CITY, N. J.
FLORENCE HALE, President
J. W. CRABTREE, Secretary
HENRY LESTER SMITH, Treasurer

1933—CHICAGO, ILL.
JOSEPH ROSIER, President
J. W. CRABTREE, Secretary
HENRY LESTER SMITH, Treasurer

1934—WASHINGTON, D. C.
JESSIE GRAY, President
J. W. CRABTREE, Secretary
HENRY LESTER SMITH, Treasurer

1935—DENVER, COLO.
HENRY LESTER SMITH, President
WILLARD E. GIVENS, Executive Secretary
J. W. CRABTREE, Secretary Emeritus
R. E. OFFENHAUER, Treasurer

1936—PORTLAND, OREG.
AGNES SAMUELSON, President
WILLARD E. GIVENS, Executive Secretary
J. W. CRABTREE, Secretary Emeritus
R. E. OFFENHAUER, Treasurer

1937—DETROIT, MICH.
ORVILLE C. PRATT, President
WILLARD E. GIVENS, Executive Secretary
J. W. CRABTREE, Secretary Emeritus
R. E. OFFENHAUER, Treasurer

1938—NEW YORK, N. Y.
CAROLINE S. WOODRUFF, President
WILLARD E. GIVENS, Executive Secretary
J. W. CRABTREE, Secretary Emeritus
R. E. OFFENHAUER, Treasurer
- 1939—SAN FRANCISCO, CALIF.
REUBEN T. SHAW, President
WILLARD E. GIVENS, Executive Secretary
J. W. CRABTREE, Secretary Emeritus
B. F. STANTON, Treasurer

1940—MILWAUKEE, WIS.
AMY H. HINRICHS, President
WILLARD E. GIVENS, Executive Secretary
J. W. CRABTREE, Secretary Emeritus
B. F. STANTON, Treasurer

1941—BOSTON, MASS.
DONALD DUSHANE, President
WILLARD E. GIVENS, Executive Secretary
WILLIAM G. CARR, Associate Secretary
J. W. CRABTREE, Secretary Emeritus
B. F. STANTON, Treasurer

1942—DENVER, COLO.
MYRTLE HOOPER DAHL, President
WILLARD E. GIVENS, Executive Secretary
WILLIAM G. CARR, Associate Secretary
J. W. CRABTREE, Secretary Emeritus
B. F. STANTON, Treasurer

1943—INDIANAPOLIS, IND.
(Representative Assembly only)
A. C. FLORA, President
WILLARD E. GIVENS, Executive Secretary
WILLIAM G. CARR, Associate Secretary
J. W. CRABTREE, Secretary Emeritus
B. F. STANTON, Treasurer

1944—PITTSBURGH, PA.
(Representative Assembly only)
EDITH B. JOYNES, President
WILLARD E. GIVENS, Executive Secretary
WILLIAM G. CARR, Associate Secretary
J. W. CRABTREE, Secretary Emeritus
B. F. STANTON, Treasurer

1945—CHICAGO, ILL.
(Meeting of Board of Directors only)
F. L. SCHLAGLE, President
WILLARD E. GIVENS, Executive Secretary
WILLIAM G. CARR, Associate Secretary
KARL H. BERNs, Assistant Secretary
B. F. STANTON, Treasurer

1946—BUFFALO, N. Y.
(Representative Assembly only)
F. L. SCHLAGLE, President
WILLARD E. GIVENS, Executive Secretary
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Connecticut	ALBERT MERRIAM, 1032 Chapel St.....	New Haven (1949)
Delaware	JOHN SHILLING, Assistant State Superintendent, Public	
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District of Columbia.....	MRS. MARY S. RESH, Principal, Burdick Vocational High	
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Florida	C. MARGUERITE MORSE, Clearwater High School....	Clearwater (1949)
Georgia	M. D. COLLINS, State Superintendent of Schools.....	Atlanta (1948)
Hawaii	JAMES R. McDONOUGH, Executive Secretary, Hawaii	
	Education Association	Honolulu (1949)
Idaho	W. W. CHRISTENSEN, Superintendent of Schools....	Idaho Falls (1947)
Illinois	SUSAN SCULLY, 6410 Woodlawn Ave.....	Chicago (1948)
Indiana	L. V. PHILLIPS, Principal, Lincoln High School....	Vincennes (1948)
Iowa	GERALD W. KIRN, Abraham Lincoln High School Council Bluffs	(1949)
Kansas	F. L. SCHLAGLE, Superintendent of Schools.....	Kansas City (1948)
Kentucky	RICHARD E. JAGGERS, State Department of Education.	Frankfort (1948)
Louisiana	L. P. TERREBONNE, Superintendent of Schools,	
	Labuave Ave.	Plaquemine (1947)
Maine	LINWOOD J. KELLEY, Principal, Lewiston High School.	Lewiston (1949)
Maryland	EUGENE W. PRUITT, County Superintendent of	
	Schools	Frederick (1947)
Massachusetts	EVERETT J. McINTOSH, 62 Front St.....	Weymouth (1947)
Michigan	MARY ELLEN LEWIS, 815 E. Ann St.	Ann Arbor (1947)
Minnesota	HERBERT R. PETERSON, East Junior High School.....	Duluth (1947)
Mississippi	H. V. COOPER, Superintendent of Schools.....	Vicksburg (1948)
Missouri	GRACE RIGGS, 1844 Claremont.....	Independence (1948)
Montana	M. P. MOE, Executive Secretary, Montana Education	
	Association	Helena (1949)
Nebraska	PEARL DONOHO, 3518 Burt St.....	Omaha (1947)
Nevada	C. LAYTON GALBRAITH, Superintendent of Schools.....	McGill (1947)
New Hampshire	DANIEL W. MACLEAN, Headmaster, High School.....	Berlin (1949)
New Jersey	LELIA BROWN THOMAS, 525 Clifton Ave.....	Newark (1948)
New Mexico	R. J. MULLINS, Executive Secretary, New Mexico Educational	
	Association	Santa Fe (1949)
New York	MRS. MARGUERITE WELCH, 165 Searlwyn Rd.....	Syracuse (1948)
North Carolina	BERTHA COOPER, Duke Inn.....	Elizabeth City (1947)
North Dakota	F. RAY ROGERS, Superintendent of Schools.....	Carrington (1948)

Ohio	HELEN BRADLEY, 2401 Salutaris.....	Cincinnati (1948)
	H. C. ROBERSON, Assistant Principal, South High School	Lima (1948)
Oklahoma	W. MAX CHAMBERS, Superintendent of Schools.....	Okmulgee (1949)
Oregon	CARL E. ASCHENBRENNER, Principal, Parish Junior High School	Salem (1949)
Pennsylvania	HARVEY E. GAYMAN, Executive Secretary, Pennsylvania State Education Association	Harrisburg (1948)
	MABEL STUDEBAKER, 426 East Tenth St.....	Erie (1949)
Puerto Rico	JOSE JOACQUIN RIVERA, Box 66	Camuy (1948)
Rhode Island	MARIE R. HOWARD, Principal, Carpenter Street School	Providence (1947)
South Carolina	S. DAVID STONEY, Principal, Bennett School.....	Charleston (1948)
South Dakota	FRANK GELLERMAN, Field Secretary, SDEA.....	Sioux Falls (1948)
Tennessee	WILSON NEW, Principal, Stair Technical High School	Knoxville (1949)
Texas	MRS. VIRGINIA LEE LINK, Sul Ross State Teachers College	Alpine (1947)
Utah	JOHN T. WAHLQUIST, University of Utah.....	Salt Lake City (1948)
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(Advisory committees are not listed)

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Harriett M. Chase, Chief Assistant to the
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Worth McClure, Executive Secretary,
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LIST OF OFFICIAL DELEGATES NUMBER REGISTERED—1846

Buffalo, July 1-6, 1946

Following is the list of official delegates who attended the twenty-fifth annual meeting of the Assembly in Buffalo July 1-6, 1946. Delegates are listed alphabetically, by states, each delegate's name being followed by his educational position. These positions include teachers; principals and assistant principals; city, county, and district superintendents and assistant superintendents; state superintendents and staff members; directors and supervisors; deans; counselors; state education association staff members; college and normal school administrators; librarians; and editors.

ALABAMA

Anders, Josephine (teacher) 604 25th Ave., Tuscaloosa; Alabama Education Association
Banks, L. Frazer (city superintendent) 410 9th Ct. W., Birmingham; Birmingham Teachers Association
Barnes, Lorine (teacher) 1260 S. 22nd St., Birmingham; Birmingham Teachers Association
Booker, R. L. (principal) 1158 Gorgas, Mobile; Mobile Education Association
Briscoe, J. M. (principal) Lafayette; Alabama Education Association
Bristow, Mrs. Norma S. (supervisor) 301 S. Lawrence St., Montgomery; Alabama Education Association
Brown, Mrs. Edna (teacher) Jasper; Alabama Education Association
Brown, Marine (teacher) 1705 University Ave., Tuscaloosa; Alabama Education Association
Brown, Paul Roy (county superintendent) Jasper; Walker County Teachers Association
Cargile, C. C. (county superintendent) Fayette; Alabama Education Association
Collins, J. J. (county superintendent) Geneva; Alabama Education Association
Dannelly, C. M. (county superintendent) 301 S. Lawrence St., Montgomery; Montgomery Teachers Association
Davidson, J. B. (principal) Slocumb; Alabama Education Association
Dobbins, Harriett (teacher) Ridgely Apts., Birmingham; Birmingham Classroom Teachers Association
Durham, Frances (school board) Barton Academy, Mobile; Mobile Education Association
Ellis, Zora (teacher) 405 East St., So., Talladega; Alabama Education Association
Farris, Mae H. (teacher) Jasper; Alabama Education Association
Greer, H. G. (county superintendent) Monroeville; Alabama Education Association
Gregg, Cecil (city superintendent) Carbon Hill; Alabama Education Association
Grove, Frank L. (executive secretary) 21 Adams Ave., Montgomery; Alabama Education Association
Hill, R. Voyt (principal) 865 W. 5th St., Birmingham; Birmingham Teachers Association

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Kilgore, George (principal) 308 E. 19th St., Jasper; Walker County Teachers Association
Kimbrough, Mary (teacher) 161 Maple St., Alexander City; Alabama Education Association
Kimbrough, T. D. (principal) 161 Maple St., Alexander City; Alabama Education Association
Larmore, Lilla L. (teacher) R. 1, Valley Head; DeKalb County Teachers Association
Lawrence, R. J. (county superintendent) Union Springs; Alabama Education Association
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Newman, Julian (city superintendent) Athens; Alabama Education Association
Ray, Effie O. (teacher) West Blocton; Bibb County Teachers Association
Sherer, Olivia (teacher) Jasper; Alabama Education Association
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 Bollen, J. D. (county supervisor) Conway; Faulkner County Teachers Association
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UTAH

- Adams, Golden M. (teacher) Layton; Davis County Teachers Association
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- Bateman, Harold C. (teacher) 385 S. 3rd St., Logan; Logan Teachers Association
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